Topic: Effectiveness of Teaching Programme on level of knowledge and attitude of family caregivers Towards Mentally Challenged Children in Selected Institutions of Bangalore

ABSTRACT

Background: In India prevalence of mental retardation varies from 0.22- 32.7 per thousand populations. Mentally challenged children are more and more dependent on their family caregivers. Therefore, they required more support and help for various needs as per their requirement. Hence parents of mentally challenged children require a lot of help to acquire knowledge, and competence in building up the desirable behaviour of their children and proper development in their children. Research findings reveals that there is a lack of awareness and unfavourable attitudes among the family caregivers towards the mentally challenged children. In Indian context there are only few Teaching programs available for the family caregivers regarding the care of Mentally Challenged Children. The present study is designed in such a way that it meets the needs of the family caregivers in a comprehensive way in the Indian context. The teaching programme is made in English and Kannada in order to meet the needs of the people in the regional language. Thus present study focuses on the effectiveness of the Parent Teaching Programme on the Knowledge and Attitude of family caregivers of Mentally Challenged Children.

Aims: 1. To prepare the teaching programme for the family caregivers of mentally challenged children. 2. To evaluate the effectiveness of the teaching programme on the level of knowledge and attitude among the family caregivers of mentally challenged children.

Study design: Pre-test post-test control group design. Materials: tools and teaching programme was developed by the researcher. Tools Consisted of three Section A Socio demographic Profile 2. Section B - Knowledge Questionnaire for family caregivers towards Mentally Challenged children. 3. Section C - Attitude scale for family caregivers towards Mentally Challenged
children. Reliability and validity was done for the tools. **Sampling:** A multistage random sampling technique was used with the help of random table to further identify individual study subject. **Methods:** Special schools registered under Karnataka Parents Association for Mentally Retarded Citizens considered for the study. There are 60 special schools registered under this association for mentally retarded citizens KPAMRC. Based on the nature of the study it was decided to have only two institutions for the study. Among the 16 special schools, Nachiketa Manoviakasa School was randomly assigned to experimental group and Asha deep special school was assigned to control group. After obtaining the formal permission from the institution and willingness of the caregivers who fulfilled the selection criteria, 50 were randomly selected from 63 family caregivers at Nachiketa Manoviakasa School for mentally challenged and disabled. Similarly 50 family caregivers were randomly selected out of 68 at Asha deep special school. In the experimental group for implementing the teaching programme three groups were made first and second group consisted of 17 family caregivers, and third group had 16 family caregivers. Pre-assessment of knowledge and attitude of family caregivers towards mentally challenged children was done prior to the intervention at both institutions. After the completion of teaching programme post assessments were done after one week, one month and 6 months at both institutions. **Results:** Knowledge mean score has increased from pre-test to the post tests is statistically significant in experiment group. The independent t test showed that the mean difference in posttest1 (24.44±4.937, 13.80±3.470, t value=12.468 & p <0.001), post-test 2(24.8±3.702,15.10±3.209, t value =12.961& p<0.001) and post-test 3 (23.46±3.430,15.96±3.446, t value =10.908 & p<0.001) between the experiment group and control group were statistically significant. For the attitude the independent t test showed that the mean difference in post-test1 (123.16 ±12.334, 109.64±9.497, t value=6.141 & p <0.001), post-
test 2 (119.38 ± 13.326, 106.06 ± 9.734, \textit{t} value = 5.707 \& p < 0.001) and post-test 3 (119.26 ± 13.463, 107.34 ± 9.155, \textit{t} value = 5.177 \& p < 0.001) between the experiment group and control group were statistically significant. **Conclusion:** The study results reveals that the Teaching Programme was effective in improving the knowledge and attitude of the family caregivers in the experimental group than the control group. This study shows at the levels of knowledge were significantly improved from the inadequate knowledge to adequate knowledge in the first second and third post-test. This study shows at the levels of attitude were significantly improved from the favourable attitude to most favourable in the first, second and third post-test.

**Keywords:** Mentally Challenged Children, Knowledge, Attitude, Teaching programme, Family caregiver