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A STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING INDEPENDENT LIVING SKILLS OF MENTALLY CHALLENGED CHILDREN AMONG CARE GIVERS IN WORTH TRUST, AT VELLORE

D. Rajalakshmi*¹

¹*Department of Mental Health Nursing, Sree Abirami College of Nursing, Coimbatore, Tamil Nadu, India.

ABSTRACT

This present study was done to evaluate the effectiveness of video assisted teaching program on independent living skills of mentally challenged children among the caregivers of mentally challenged children in Worth trust, at Vellore. Pre experimental one group pre-test and post test design was adopted. The sample size consists of 30 primary caregivers of mentally challenged children. Pre test existing level of knowledge regarding independent living skills of mentally challenged children among caregivers were assessed after seven days video assisted teaching was given, Post test Level of knowledge assessed after the intervention with the help of the structured interview questionnaire. Total number of items are 25 and each item is scored as, wrong answer - 0, Right answer - 1. Total score - 25. Level of knowledge graded as Inadequate (< 50%) Moderately adequate (51% -75%) Adequate (> 75%). It was observed in this study. In pre test 7(23.3%) had inadequate knowledge on independent living skills, 23(76.7%) of caregivers had moderately adequate knowledge and none of them had adequate knowledge. None of the caregivers had inadequate knowledge on independent living skills, 5(16.7%) of caregivers had moderately adequate knowledge and 25 (83.3%) of caregivers had adequate knowledge on independent living skills in post test.

KEYWORDS

Video assisted teaching, Independent living skills, Mentally challenged children and primary care givers.

Author for Correspondence:

Rajalakshmi D,
Department of Mental Health Nursing,
Sree Abirami College of Nursing,
Coimbatore, Tamil Nadu, India.

Email: rajalakshmimsc2012@gmail.com

INTRODUCTION

When a mentally challenged child is born, the initial reaction in most families is that of “gloom and doom”. Sometimes there is an attempt to determine “why me?” or blame someone or something for the tragedy in the family. In developing countries, like India having a mentally challenged child is a double tragedy because only the child is unable to contribute to the family’s resources, instead he/she needs

additional caring which drains the family's resources. Thus, having mentally challenged child in the family affects not only the individual who has this problem, but also their families and the society as a whole¹⁻³.

People who are mentally challenged have their intellectual level below in average and have difficulties with learning and daily living skills. Conceptual skills like language, social skills like interaction with others and practical skills like self-care are lacking among mentally challenged children.

No one other than caregivers can make significant changes in the lives of challenged children as they give an extra share of love, care and concern to them. Allow the mentally challenged child to stay with the family and special school and take part in community life to learn and pick up himself; even though slowly. Today there are no common training methods for challenged children as each person requires training methods based on the level of retardation and skills to learn. Caregivers can take care of their children with the help of various training methods⁴⁻⁸.

Caregivers should involve in extracurricular activities to foster their mentally challenged children such as communication, self-care, self-identity and safety in home environment. The aim of the independent living skills training given to the caregivers of mentally challenged is to make their children self-dependent. A mentally challenged child should never feel that he/she is neglected or avoided in his/her family and caregivers should help them to be a part of family occasions. Caregivers should not shut a mentally challenged children in a room for life long and let them live in touch with the outer world, take them for a walk or shopping. Caregivers should teach siblings to see the challenged child as their own brother or sister. Caregivers should not feel ashamed of a challenged child as he/she is also your child with all the rights for your love and care⁹⁻¹¹.

Mentally challenged children need to grow in their own families, where they can be nurtured with appropriate stimulation. Therefore, services should be organized so that the families are supported, strengthened and empowered to look after their

affected member. Families have different needs at different stages in the life cycle of its members (such as childhood, adolescence, and adulthood); this should be recognized and attempts made to fulfill these needs. It should also be recognized that families are not just recipients of services but care-providers as well. In other words, they are partners in care.

Caregivers lack in their knowledge about mentally challenged children and have negative attitude towards mentally challenged children. Caregivers can be helped in improving their knowledge by providing training in independent living skills for supporting the mentally challenged children to be independent, which is a boon for them.

Training on independent living skills of mentally challenged children, will reduce the burden of the caregivers, who are always in worries about their mentally challenged children's future, moreover it will enhance the responsibility of the caregivers towards their mentally challenged children, who needs special attention.

Professionally oriented training program to the caregivers of the mentally challenged children can reduce their feeling of hopelessness, resentment, and increase the ability to cope with this chronic stress. They commented that favorable results can be expected if proper guidance program is initiated for caregivers of mentally challenged.

Caregivers training and education about the nature of mentally challenged children can enhance the development of the children with intellectual disabilities, because caregivers are the significant contributors to the development of their children. They are the primary caretakers, managers, behavior models, disciplinarians, agents of socialization and change for their children. If caregivers are adequately trained and taught they can be better teachers or trainers to their disabled children than other formal professionals.

The difficulties experienced by caregivers of the mentally challenged children ranges from stress, depression, financial problem and inadequate knowledge. Caregivers with mentally challenged children need support from medical professionals

and nurses plays important role in educating the caregivers to bring significant changes¹²⁻²⁰.

OBJECTIVES

1. To assess the level of knowledge regarding independent living skills of mentally challenged children among caregivers.
2. To assess the effectiveness of video assisted teaching on knowledge regarding independent living skills of mentally challenged children among care givers.
3. To associate the posttest knowledge scores regarding independent living skills of mentally challenged children among caregivers with selected demographic variables.

MATERIAL AND METHODS

The present study was a Pre experimental one group pre-test and post-test design O1 X O2 study undertaken to evaluate the effectiveness of video assisted teaching program on independent living skills of mentally challenged children among the caregivers of mentally challenged children in worth trust, at Vellore.

A Pre experimental one group pre-test and post-test design O1 X O2 design was adopted for this study. The sample size was 30 primary care givers of mentally challenged children. Non-probability, convenience sampling technique was used for this study. A multiple choice questionnaire on independent living skill of mentally challenged children was developed to assess knowledge of primary care givers of mentally challenged children. A brief introduction was given to the subjects regarding the purpose of the study. The structured questionnaire was distributed to the subjects to fill, to answer all the questions. At the end of the pre-test, independent living skills by using video assisted teaching was given by power-point presentation. The video assisted teaching includes were General Information, Self-care, Fine motor skill, Communication, Safety in home environment, Self-Identity of the mentally challenged children, after seven days the post test knowledge was assessed for the primary care givers. Total number of items are

25 and each item is scored as, wrong answer - 0, Right answer -1. Total score - 25. Level of knowledge graded as Inadequate (< 50%), Moderately adequate (51% -75%), Adequate (> 75%)²¹⁻²⁸.

RESULTS

Area wise Table No.1 percentage distribution of pre - test and post-test level of knowledge regarding independent living skills among caregivers of mentally challenged children.

Table No.1 shows a pre-test 23(76.7%) of care givers had moderately adequate knowledge, 7(23.3%) of them had inadequate knowledge. In post-test 25(83.3%) of caregivers had adequate knowledge, 5(16.7%) of care givers had moderately adequate knowledge on independent living skills.

Table No.2 Shows an Effectiveness of video assisted teaching regarding independent living skills of pre-test and post-test mean scores knowledge among care givers.

Table No.2 Reveals that mean of pre-test is 54.5 and standard deviation is 8.5 and post-test mean score is 80.3 and standard deviation is 13.7 and difference between pre and post test scores is 25.8, 5.2 and the paired 't' value is 18.9, so it shows that video assisted teaching was effective.

DISCUSSION

The study motivates the staff nurses to participate in continuing nursing education programs on independent living skills of mentally challenged children. Health education can be planned and conducted for the care givers regarding independent living skills of mentally challenged children. Planning for training programs regarding independent living skills of mentally challenged children among caregivers. Awareness program can be conducted in the community and special school, about care of mentally challenged children.

The study has an implication in nursing education by focusing attention on nurse's involvement in the training of independent living skills of mentally challenged children by curriculum modification in general and psychiatric nursing courses. The study encourages the nurse educators to conduct periodical

teaching schedules for care givers of mentally challenged children. The study motivates the staff nurses to participate in continuing nursing education program regarding care of mentally challenged children. The nurse administrator should encourage the students and nursing faculty to actively participate in conducting health programs on independent living skills of mentally challenged children.

Encourages the staff nurses and nursing faculty to actively participate in, in-service education program to update their knowledge on care of mentally challenged children.

Table No.1: Frequency and percentage distribution of pre - test and post-test level of knowledge regarding independent living skills among caregivers of mentally challenged children No.30

S.No	Level of knowledge	Pre test		Post test	
		Number	%	Number	%
1	Inadequate (below 50%)	7	23.3	-	-
2	Moderately adequate (50-74%)	23	76.7	5	16.7
3	Adequate (above 75%)	-	-	25	83.3
4	Total	30	100	30	100

Table No.2: Effectiveness of video assisted teaching regarding independent living skills of pre-test and post-test mean and SD scores knowledge among caregivers No.30

S.No		Pre test	Post test	(post- pre-test score)	Paired 't' value
1	Mean	54.5	80.3	25.8	18.9
2	SD	8.5	13.7	5.2	

CONCLUSION

Educational settings for children who are mentally challenged children should include a comprehensive program that address training in adaptive skills, social skills and vocational skills. Particular attention should focus on communication and efforts to improve the quality of life of mentally challenged children. Students with mentally challenged children are capable of learning a great deal; however they often need to be taught systematically and creatively in order to master certain skills. Many life skills such as bathing, dressing, toileting, cleaning, washing, preparation of food etc are need to be taught and practiced multiple times to help them independently participate in daily routines and activities. With the right environment and training program, students with mentally challenged children should show improvements in current life skills and begin to make progress with new skills.

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CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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