

A Study to Assess the Effectiveness of Planned Teaching Programme on Knowledge Regarding Importance of Play Among Mothers of Preschooler Children in Selected Areas of City

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Abstract —

Background of the Study

Play was introduced, by Froebel as a means for learning. He used the notions of play, learning and work as three aspects of the child's experiences in kindergarten. Play was strongly related to solving mathematical problems by dealing with various materials and tasks. Play is at the heart of childhood. It is a dynamic process that enables children to express themselves in their own ways, to get in touch with other children, to become socialized. In contrast to adults, is not an easy task for the children to express verbally their thoughts, their problems, their questions. Play therapy is defined as the systematic use of a theoretical model that establishes an interpersonal process, in which trained therapists use the therapeutic power of play to help children prevent or resolve psychosocial difficulties and achieve optimal growth. The International Play Association has a declaration of a child's right to play which states, Children are the foundation of the world's future. Children have played at all times throughout history and in all cultures. Play, along with the basic needs of nutrition, health, shelter, and education, is vital to develop the potential of all children. Play is communication and expression, combining thought and action; it gives satisfaction and a feeling of achievement. Play is instinctive, voluntary, and spontaneous. Play helps children develop physically, mentally, emotionally, and socially. Play is a means of learning to live, not a mere passing of time. Primary objectives were to evaluate the effectiveness of planned teaching about knowledge regarding importance of play among mothers of preschooler in selected areas of city. Secondary objectives to assess the pretest level of knowledge regarding importance of play among mothers of preschooler in selected areas of city. To assess the effectiveness of planned teaching about knowledge regarding importance of play among mothers of preschooler in selected areas of city. To determine the association between level of knowledge regarding importance of play with their selected demographic variables. Result were The comparison of

pre test post test that in the pre-test, most participants (72; 68.57%) had average knowledge, while 30 (28.57%) had poor knowledge. Only 3 (2.86%) demonstrated a good level of understanding, and none scored in the excellent range. After the planned teaching program, a significant improvement was observed. In the post-test, 64 (60.95%) participants achieved a good score, and 39 (37.14%) reached the excellent level. Only 2 (1.90%) remained in the average category, and none remained in the poor level. The minimum score improved from 2 in the pre-test to 10 in the post-test. The maximum score increased from 11 to the full score of 20. The mean knowledge score rose significantly from 7.07 ± 1.75 to 16.15 ± 2.17 , and the mean percentage score improved from $35.37\% \pm 8.74$ to $80.76\% \pm 10.87$. These findings indicate a substantial gain in knowledge following the educational intervention, demonstrating the effectiveness of the planned teaching program. The mean pre-test score was 6.79 ± 2.01 , while the mean post-test score increased significantly to 15.03 ± 2.14 , resulting in a mean difference of 8.24. The paired t-test value was 29.827, with a p-value < 0.0001 , indicating a highly statistically significant improvement in knowledge scores after the intervention ($p < 0.05$). These results strongly suggest that the planned teaching program was effective in enhancing knowledge among mothers of preschool children regarding the importance of play.

The main conclusion from this study is that most of the mothers of under five children had inadequate and moderate level of knowledge and practice in pretest and they improved to moderate and adequate level of knowledge and practice in posttest. This shows the imperative need to understand the purpose of planned teaching programme regarding improving the knowledge and practice about play therapy among mothers of under five children.

I. INTRODUCTION

Children are the supreme assets of a nation. They are the greatest hope for the future of a nation. Every

nation, developed or developing, links its future with the status of their children. The future of a nation rests on healthy, protected, educated and well-developed children. They are the potential and useful human resources for the progress of a nation

Play is at the heart of childhood. It is a dynamic process that enables children to express themselves in their own ways, to get in touch with other children, to become socialized. In contrast to adults, is not an easy task for the children to express verbally their thoughts, their problems, their questions. Play therapy is defined as the systematic use of a theoretical model that establishes an interpersonal process, in which trained therapists use the therapeutic power of play to help children prevent or resolve psychosocial difficulties and achieve optimal growth.

Over the last 75 years, the way we look at play has evolved dramatically. In the 1940s, Carl Theodor Sørensen, a Danish landscape architect who championed modern design, began working with Hans Dragehjelm, a school teacher. Together, they worked on the first adventure playground in Denmark, based on Sørensen's observations of children engaging in play at junkyards. His idea was to design playgrounds based on an analysis of play activity, as opposed to formal or compositional concerns.

In higher income settings including the USA, Europe, Canada and Australia, factors that have been related to play include access to outdoor space, encouragement of play by caregivers, household socioeconomic status, access to indoor play areas, caregiver self-efficacy, the physical environment, access to play material, and safety. Evidence is limited in Africa regarding play behaviours and caregiver perceptions. In South Africa, evidence shows that opportunities provided in the home for early learning are scarce, and poverty is likely to be a significant barrier to providing opportunities for development. Furthermore, in lower income settings the social and family set up (including high household density, non-nuclear families with shared caregiving, socioeconomic status and education), and the structural environment (lack of safe space) makes play difficult to incorporate into daily life.

A parent or carer can support and take part in their child's play activities but they shouldn't direct what happens. It's important they give their children time,

freedom and choice to play. If an adult makes all the decisions about how, what and when their child plays, the child won't enjoy their play experiences. Play is integral to the academic environment. Having a lovely child friendly play area ensures that the setting attends to the social and emotional development of children as well as their cognitive development. Children adjust better to a school atmosphere. Playing leads to learning readiness, best behavior while doing so, and problem-solving skills. Free play and unscheduled time that allow for peer interactions are important components of social-emotional learning. Time spent on academic learning must be equal to that of free play.

The International Play Association has a declaration of a child's right to play which states, Children are the foundation of the world's future. Children have played at all times throughout history and in all cultures. Play, along with the basic needs of nutrition, health, shelter, and education, is vital to develop the potential of all children. Play is communication and expression, combining thought and action; it gives satisfaction and a feeling of achievement. Play is instinctive, voluntary, and spontaneous. Play helps children develop physically, mentally, emotionally, and socially. Play is a means of learning to live, not a mere passing of time.

II. OBJECTIVES

PRIMARY /GENERAL OBJECTIVE

To evaluate the effectiveness of planned teaching about knowledge regarding importance of play among mothers of preschooler in selected areas of city.

SECONDARY OBJECTIVES

1. To assess the pretest level of knowledge regarding importance of play among mothers of preschooler in selected areas of city.
2. To assess the effectiveness of planned teaching about knowledge regarding importance of play among mothers of preschooler in selected areas of city.
3. To determine the association between level of knowledge regarding importance of play with their selected demographic variables.

III. MATERIALS AND METHOD

Present study was conducted with the primary

objective To evaluate the effectiveness of planned teaching programme about knowledge regarding importance of play among mothers of preschooler in selected areas of city. Hence quantitative research approach was considered as appropriate. One group pre-test post-test design has been used to evaluate the effectiveness of planned teaching programme about knowledge regarding importance of play among mothers of preschooler in selected areas of city. The study was conducted in Selected Area of city. The rationale for selecting this setting was a lack of knowledge among mothers of preschooler, administrative approval, co-operation and availability of subjects. In this study, it refers the population means Mothers of preschooler which located in community area of city. In this study sample is Mothers of preschooler in selected area of city who fulfils the inclusion and exclusion criteria. The sampling technique used in the study was non-probability convenient sampling. The 110 participants who were available during the period of data collection were the sample for the study as mentioned in the inclusion criteria. The Planned Teaching Programme was prepared for the mothers of preschooler in selected area of city. The reliability was established by Split half method. So in split half method the KR-20 formula is applied to find out the reliability. The reliability for structured knowledge questionnaire was $r = 0.84$. It is reliable to the instrument.

IV. RESULT

Section A Distribution of Participants Based on Demographic Variables

Table 1: Distribution of Participants with Regards to Age

Age Group	Frequency (F)	Percentage (%)
<22 years	14	13.33%
23–28 years	52	49.52%
29–34 years	29	27.62%
>35 years	10	9.52%

Section B Assessment of Pre-Test and Post-Test Knowledge Levels Regarding Importance of Play Among Mothers of Preschoolers (N = 110)

Table 7: Distribution and Summary of Knowledge Levels (Pre-Test vs Post-Test)

Knowledge Level	Pre-Test (n)	Pre-Test (%)	Post-Test (n)	Post-Test (%)
Poor (0-5)	30	28.57%	0	0.00%
Average (6-10)	72	68.57%	2	1.90%
Good (11-15)	3	2.86%	64	60.95%

Table 2: Distribution of Participants with Regards to Educational Status

Educational Status	Frequency (F)	Percentage (%)
Primary	10	9.52%
Secondary	30	28.57%
Higher Secondary	33	31.43%
Graduate	20	19.05%
Other (PG/Diploma)	12	11.43%

Table 3: Distribution of Participants with Regards to Type of Family

Family Type	Frequency (F)	Percentage (%)
Nuclear	62	59.05%
Joint	31	29.52%
Separated	12	11.43%

Table 4: Distribution of Participants with Regards to Number of Children

No. of Children	Frequency (F)	Percentage (%)
One	53	50.48%
Two	42	40.00%
Three and more	10	9.52%

Table 5: Distribution of Participants with Regards to Occupational Status

Occupation	Frequency (F)	Percentage (%)
Daily wage	11	10.48%
Self-employed	18	17.14%
Private employee	22	20.95%
Govt. employee	9	8.57%
Home maker	45	42.86%

Table 6: Distribution of Participants with Regards to Family Income

Family Income	Frequency (F)	Percentage (%)
Less than 10,000	26	24.76%
10,001–30,000	41	39.05%
30,001–50,000	23	21.90%
More than 50,000	15	14.29%

Excellent (16-20)	0	0.00%	39	37.14%
Minimum Score	2		10	
Maximum Score	11		20	
Mean Score ± SD	7.07 ± 1.75		16.15 ± 2.17	
Mean % ± SD	35.37 ± 8.74		80.76 ± 10.87	

Section C Effectiveness of the Planned Teaching Program Regarding Importance of Play (N = 110)

Table 8: Effectiveness of Planned Teaching Program on Knowledge Scores (Pre-Test vs Post-Test)

Assessment	Mean Score ± SD	Mean Difference	t-value	p-value
Pre-Test	6.79 ± 2.01	8.24±0.13	29.827	0.0000S
Post-Test	15.03 ± 2.14			

Section D Association Between Post-Test Knowledge Scores and Selected Demographic Variables (N = 110)

Age Group	No. of Participants	Mean Knowledge Score	F-value	p-value
<22 years	14	14.71 ± 1.90	2.966	0.03S
23–28 years	52	14.85 ± 2.13		
29–34 years	29	14.86 ± 2.18		
>35 years	10	16.90 ± 1.85		

Table 10: Association between Post-Test Knowledge Score and Educational Status

Educational Status	No. of Participants	Mean Knowledge Score	F-value	p-value
Primary	10	14.90 ± 2.23	0.091	0.9850
Secondary	30	15.10 ± 2.10		
Higher Secondary	33	14.90 ± 2.19		
Graduate	20	15.00 ± 2.28		
Other (PG/Diploma)	12	15.10 ± 2.06		

Table 11: Association between Post-Test Knowledge Score and Type of Family

Family Type	No. of Participants	Mean Knowledge Score	F-value	p-value
Nuclear	62	15.10 ± 2.16	1.202	0.3048
Joint	31	14.70 ± 2.12		
Separated	12	15.20 ± 2.22		

Table 12: Association between Post-Test Knowledge Score and Number of Children

No. of Children	No. of Participants	Mean Knowledge Score	F-value	p-value
One	53	15.20 ± 2.24	0.990	0.3749
Two	42	14.90 ± 2.09		
Three and more	10	14.80 ± 2.05		

Table 13: Association between Post-Test Knowledge Score and Occupational Status

Occupation	No. of Participants	Mean Knowledge Score	F-value	p-value
Daily wage	11	14.80 ± 1.93	0.415	0.7976
Self-employed	18	15.20 ± 2.16		
Private employee	22	15.10 ± 2.22		
Govt. employee	9	14.60 ± 2.15		
Home maker	45	15.00 ± 2.18		

Table 14: Association between Post-Test Knowledge Score and Family Income

Family Income	No. of Participants	Mean Knowledge Score	F-value	p-value
Less than ₹10,000	26	14.58 ± 1.86	0.571	0.002S
₹10,001–30,000	41	15.12 ± 2.20		
₹30,001–50,000	23	15.35 ± 2.27		
More than ₹50,000	15	15.07 ± 2.37		

V. CONCLUSION

The comparison of pre test posttest that in the pre-test, most participants (72; 68.57%) had average knowledge, while 30 (28.57%) had poor knowledge. Only 3 (2.86%) demonstrated a good level of understanding, and none scored in the excellent range.

After the planned teaching program, a significant improvement was observed. In the post-test, 64 (60.95%) participants achieved a good score, and 39 (37.14%) reached the excellent level. Only 2 (1.90%) remained in the average category, and none remained in the poor level. The minimum score improved from 2 in the pre-test to 10 in the post-test. The maximum score increased from 11 to the full score of 20. The mean knowledge score rose significantly from 7.07 ± 1.75 to 16.15 ± 2.17 , and the mean percentage score improved from $35.37\% \pm 8.74$ to $80.76\% \pm 10.87$. These findings indicate a substantial gain in knowledge following the educational intervention, demonstrating the effectiveness of the planned teaching program.

The mean pre-test score was 6.79 ± 2.01 , while the mean post-test score increased significantly to 15.03 ± 2.14 , resulting in a mean difference of 8.24. The paired t-test value was 29.827, with a p-value < 0.0001, indicating a highly statistically significant improvement in knowledge scores after the intervention ($p < 0.05$). These results strongly suggest that the planned teaching program was effective in enhancing knowledge among mothers of preschool children regarding the importance of play.

VI. DISCUSSION

The finding of the study was discussed with reference to the objective stated as below. The present study was undertaken as, “A study to assess the effectiveness of Planned Teaching Programme on knowledge regarding Importance of play among mothers of preschooler in selected area of city. The major finding of the study result showed that among

all subject, The mean pre-test score was 6.79 ± 2.01 , while the mean post-test score increased significantly to 15.03 ± 2.14 , resulting in a mean difference of 8.24. The paired t-test value was 29.827, with a p-value < 0.0001, indicating a highly statistically significant improvement in knowledge scores after the intervention ($p < 0.05$). These results strongly suggest that the planned teaching program was effective in enhancing knowledge among mothers of preschool children regarding the importance of play.

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