

“A Study To Assess The Effectiveness Of Structured Teaching Program On Management Of Sibling Rivalry Among Mothers Of Under Five Children In A Selected Area At Chennai.”

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Abstract: A study to assess the effectiveness of structured teaching program on management of sibling rivalry among mothers of under five children in a selected area at Chennai Research design adopted for the study was pre-experimental one group pre-test and post test design.

Methodology: The study was conducted at Hasthinapuram, Chennai. In this study the samples selected were 30 mothers of under five children at Chennai. Mothers who have minimum two children between 0-5 years of age were selected as inclusion criteria. In assessment of knowledge among sibling rivalry.

Result: Significant at $p < 0.05$ level; $t_{29} = 2.045$; $df = 29$. 't' value is 16.32 is higher than the table value 2.045. Hence the hypothesis (H_1) is accepted and null hypothesis $H_{0(1)}$ is not accepted. Hence for assessment of attitude on sibling rivalry the paired 't' value were found to be highly significant than the table value at $P < 0.05$ level of significance i.e., the calculated 't' value is (15.07) is higher than the table value (2.045). Hence the hypothesis (H_2) is accepted and null hypothesis $H_{0(2)}$ is not accepted. This indicates the structured teaching program was found to be significantly effective.

I. Introduction

A sibling is a brother or a sister; it is acceptable that there are strong feelings, words, and actions between siblings. Fighting and arguing between siblings is normal, it is how children learn to sort out their problems and learn strategies and they can use in other situations. Rivalry is quiet common between siblings. Temperament and personality have a huge impact on a child's ability to manage their feelings of anger and frustration. Sibling rivalry is a genuine concern for many parents, Siblings can create certain stresses but if they are overcome successfully that will serve them well later in life. Siblings learn how to overcome face to face jealousy and how to accept their individual strengths and weakness. Competitions and jealousy within the siblings is flatter the sizzling problem in the society especially in the urban and rural areas due to parental handling to them, it should be measured as a significant setback and to be concentrated as much as probable through parental education.

Objective

To prepare and validate the structured teaching program on sibling rivalry and its management among mothers of under five children. To assess and compare the pre-test and post test knowledge score on sibling rivalry and its management among mothers of under five children. To assess and compare the pre-test and post test attitude score on management of sibling rivalry among mothers of under five children. To find the association between the pre-test score among samples with their selected demographic variables (birth order of the mother and educational status of the mother)

II. Hypotheses:

H₁: There is significant difference between mean pre-test and mean post test knowledge score on sibling rivalry and its management among samples.

H₂: There is significant difference between the mean pre-test and mean post test attitude score on management of sibling rivalry among samples.

H₃: There is significant association between the level of pre test knowledge score on sibling rivalry and its management among samples with their selected demographic variables.

III. Methodology

Research design adopted for the study was pre-experimental one group pre-test and post test design. The study was conducted at Hasthinapuram, Chennai. It is situated 2km away from the Sree balaji College of nursing. In this study the samples selected were 30 mothers of under five children at Chennai. Mothers who have minimum two children between 0-5 years of age were selected as inclusion criteria.

Group	Pre test	Intervention	Post test
Experimental group	O1	X(structured teaching on sibling rivalry & its management)	O2

Dependent variable: knowledge and attitude on sibling rivalry and its management among mothers of under five children.

Independent variable: Structured teaching program on sibling rivalry and its management

IV. Result

Table-1: Frequency and percentage wise distribution of samples based on their demographic variables. N=30

S.No	Demographic variables	Frequency (F)	Percentage (%)
1.	Age of the mother		
a)	25-30	21	70.00
b)		07	23.33
c)	31-35	02	06.67
	36-40		
2.	Birth order of the mother		
a)		08	26.67
b)	1	12	40.00
c)	2	10	33.33
	3 & above		
3.	No. of children		
a)	2	28	93.33
b)	3 and above	02	06.67
4.	Age difference between the children		
a)	0-1yrs	03	10.00
b)	1-2yrs	10	33.33
c)	2-3yrs	10	33.33
d)	3-4yrs	07	23.34
5.	Religion		
a)	Hindu	20	66.68
b)		05	16.66
c)	Christian	05	16.66
	Muslim		
6.	Type of family		
a)	Nuclear	22	73.33
b)		07	23.34
c)	Joint	01	03.33
	Extended(more than 2 generations)		
7.	Educational status		
a)	No formal education	03	10.00
b)		12	40.00
c)	Primary education	15	50.00
d)	Secondary education	-	-
	Higher education (Degree)		
8.	Occupation		
a)	Govt.employee	-	-
b)		12	40.00
c)	Private employee(daily wages)	02	06.67
d)	Business	16	53.33
	Home maker		

TABLE -2: Analysis of pre test and post test level of knowledge on sibling rivalry and its management among samples. N=30

S.No	Measurement sibling rivalry and its management	Mean	Mean Difference	SD	't' value	Df	'p' value
1.	Pretest	11.5	5	1.7	16.32*	29	0.05
2.	Post test	16.5		1.52			

Significant at $p < 0.05$ level; $t_{29} = 2.045$; $df = 29$. 't' value is 16.32 is higher than the table value 2.045. Hence the hypothesis (H_1) is accepted and null hypothesis $H_{0(1)}$ is not accepted.

TABLE-3: Analysis of mean pre test and mean post test attitude score on sibling rivalry and its management among samples. N=30

S.No	Measurement of Attitude on management of sibling rivalry.	Mean	Mean Difference	SD	't' value	Df	'p' value
1.	Pre test	7.8	4.9	1.24	15.07*	29	0.05
2.	Post test	12.7		1.14			

The paired 't' value were found to be highly significant than the table value at $P < 0.05$ level of significance i.e., the calculated 't' value is (15.07) is higher than the table value (2.045). Hence the hypothesis (H_2) is accepted and null hypothesis $H_{0(2)}$ is not accepted. This indicates the structured teaching program was found to be significantly effective.

V. Conclusion

The level of knowledge and attitude was analyzed in pre test and structured teaching program was administered followed by post test was conducted to assess the improvement of knowledge and attitude level. This reveals that the structured teaching program was effective in improving the knowledge and developing attitude on sibling rivalry management.

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