

Effectiveness of Positive Parenting on Knowledge Regarding Milestone Development Among Mothers of Infant

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ABSTRACT

A child's development is connected within a cluster of relationship. Parents play an important role in the overall development of their child. Milestone development from birth to 8 year can affect significantly several aspects of the child well being health, competence in literacy and numeracy, criminality, social and economic participation throughout his / her life span. The present study aimed to determine the effect of positive parenting on knowledge regarding milestone development among mothers of infant. A quantitative approach using pre-experimental one group pretest post test research design was adopted for the study and 30 samples that fulfilled the inclusion criteria were selected. The structured knowledge questionnaires were used to assess the pre test and post test level of knowledge regarding positive parenting among mothers of neonate. The paired t-test was used to compare the pre-test and post-test scores, resulting in a t value of 10.279 with 29 degrees of freedom and a significant p-value of 0.000, indicating a substantial improvement in knowledge levels after the intervention. Thus, positive parenting had a significant impact on enhancing mother's understanding regarding milestone development.

Keywords: Positive Parenting, mothers of infant, milestone development, knowledge

INTRODUCTION

Parent or care giver apply to any individual who share a consistent relationship with a child as well as an interest in his / her well being (Seay & Refsteinson & MC farlane) 2017. Positive parenting is the continual relationship of a parent and childhood or children that includes caring , teaching , leading , communicating and providing for the needs of the child consistently and un conditionally – Seay et al P. 2017. Developmental milestone refers to the physical behavioral skills observed in

babies & children during the early growth and development. Each child is unique hence they may reach developmental milestone at different paces. However, there are definite blocks of time when majority of them are expected to reach certain milestone.

Parenting is the process of supporting and promoting a child's physical, emotional, mental, and social development. Quality of instructions, animation, cognitive stimulation, physical care, parent-child synchrony, sensitivity, and positive

responsiveness are dimensions of parenting and are interrelated with the child's cognitive development.

Relationship between positive parenting and child development is well reported. A national organization in Canada, Invest in Kids, found that 30% of all children had social, emotional, or cognitive problems, often linked to a lack of positive parenting. Smith et al also found that mothers positive parenting practice had children with more optimal social and cognitive development at 40 months of age.

Parenting program is related to family care, youth and parenting support, and children's mental health. It enhances parenting skills and decreases depression, anxiety, and stress; it also helps the parents improve the skills of the parent-child relationship and supports them for the benefit of the child's health and well-being. This research is primarily focused on parenting styles, child cognition, and the concept of parenting. Parenting is a multifaceted endeavor and requires a systematic response to children's various needs. Parents should develop both depth and breadth of knowledge, ranging from being aware of developmental milestones and norms that help in keeping children safe and healthy.

Hence as a health professional the researcher took initiative in conducting the study to assess the effectiveness of positive parenting program on knowledge regarding milestone development among mothers of infant.

Statement of the Problem

A study to assess the effectiveness of positive parenting on knowledge regarding milestone development among mothers of infant in a selected setting, Chennai

Objectives

- To assess the level of knowledge on milestone development among mothers of infant.
- To determine the effect of positive parenting program on knowledge

regarding milestone development among mothers of infant

- To associate the post test level of knowledge on milestone development after positive parenting program among mothers of infant with selected demographic variables.

Hypothesis

H₁: There is a significant difference between pre test and post test level of knowledge regarding milestone development among mothers of infant.

H₂: There is a significant association between post test level of knowledge regarding milestone development after positive parenting program among mothers of infant with their selected demographic variables.

METHODOLOGY

After obtaining formal permission and informed consent, the investigator obtained demographic details from the samples by interview method. A quantitative research approach - Pre Experimental one group Pre test Post test design was used in the study. The investigators adopted a Non – probability purposive sampling technique. The study population consists of all Mothers of Infants aged between 21 and 35 years residing in Chennai. Mother's of the infants aged between 21 and 35 years who are attending OPD Clinics in a selected setting were selected as samples with a total of 30. The pre test knowledge level was assessed using the structured knowledge questionnaire consists of 30 multiple choice items under following sub headings such as General knowledge regarding Positive parenting (5 Questions), Gross motor development (7 Questions), Fine motor development (6 Questions), Cognitive development (6 Questions), Social development (6 Questions).

Then the investigator selects the samples of 30 that fulfill the inclusion criteria through non probability purposive sampling technique. The selected participants were given Positive Parenting program for 30 –

45 minutes through education and pamphlets regarding positive parenting were also distributed to the samples. Then the post test was assessed by using the same questionnaire on the 7th day to collect information regarding the knowledge level on milestone development among mothers of infant.

RESULTS AND DISCUSSION

The first objective was to assess the level of knowledge on milestone development among mothers of infant.

In pre test, the majority of mothers 26(86.7%) had an average level of knowledge, while 3(10.0%) had a poor

level of knowledge, and 1(3.3%) had a good level. None of the mothers had an excellent level of knowledge before the intervention. After the intervention in post test, there was a significant improvement in knowledge levels, with 18(60.0%) of mothers achieving a good level of knowledge and 7(23.3%) reaching an excellent level. The percentage of mothers with average knowledge decreased to 5(16.7%), and those with poor knowledge dropped to 0.0%. These results indicate that the intervention effectively improved the knowledge of milestone development among mothers of infants.

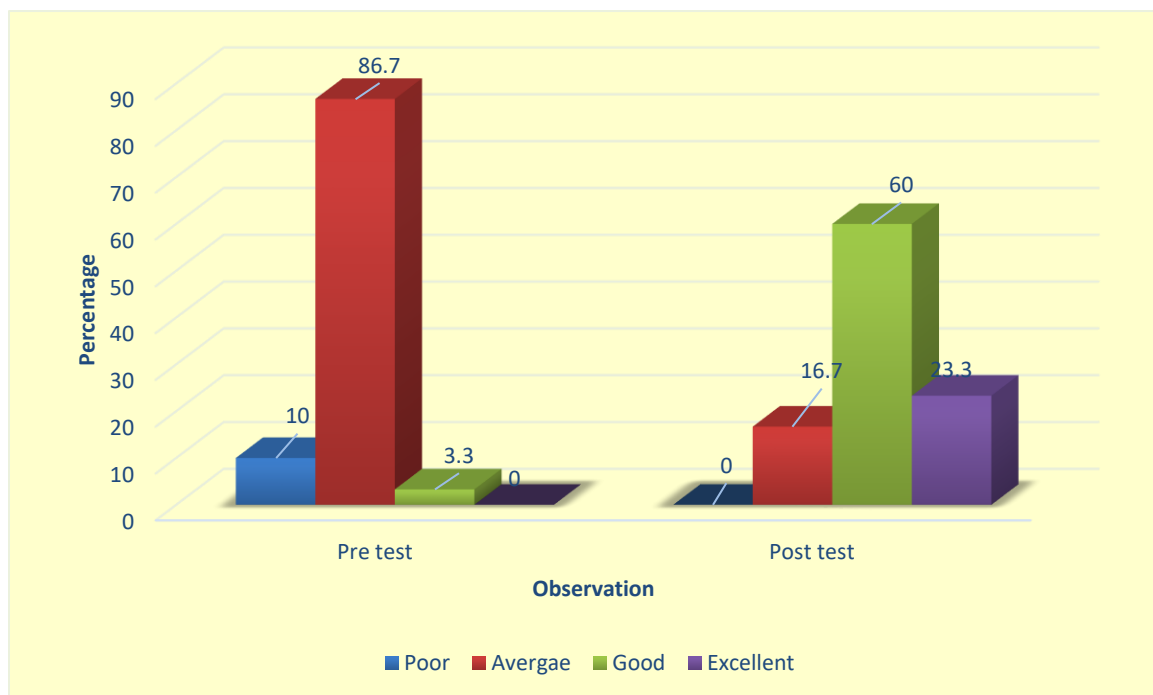


Figure 1. presents percentage distribution on level of knowledge regarding mile stone development among mothers of infants.

The second objective was to determine the effect of positive parenting program on knowledge regarding milestone development among mothers of infant N=30

Observation	Mean	Standard Deviation	Pairedmt value df=29	Sig value
Pre test	7.43	1.59	10.279 *	0.000
Post test	13.37	2.99		

* Significant at P<0.05

Table 1. presents the mean score and standard deviation of knowledge regarding mile stone development among mothers of infants and its level of significance.

In pre test, the mean score was 7.43, with a standard deviation of 1.59. After the intervention, in post test, the mean score significantly increased to 13.37, with a

standard deviation of 2.99. The paired t-test was used to compare the pre-test and post-test scores, resulting in a t value of 10.279 with 29 degrees of freedom and a

significant p-value of 0.000, indicating a substantial improvement in knowledge levels after the intervention. There was a statistical significant difference in the mean knowledge score in the pre test and post test. Hence the hypothesis, H₁ was accepted. The result concluded that the intervention was highly effective in

enhancing the knowledge of milestone development among mothers of infants.

The third objective was to associate the post test level of knowledge on milestone development after positive parenting program among mothers of infant with selected demographic variables. N=30

Sl No.	Demographic Characteristics	Level of Knowledge			χ^2 value	df	Significant value
		Average	Good	Excellent			
1	Age in Years Years > 29 Years	4	9	4	1.435 NS	2	0.488
		1	9	3			
2	Religion Hindu Christian Muslim	3	9	3	0.886 NS	4	0.927
		1	7	3			
		1	2	1			
3	Educational status Graduate/Post graduate Higher Secondary SSLC Primary School	1	3	1	1.805 NS	4	0.772
		2	3	1			
		2	12	5			
4	Occupation Daily Workers Private /Govt Worker Not Working	3	5	2	2.421 NS	4	0.659
		1	10	4			
		1	3	1			
5	Income < Rs 8,000/- Rs 8,000- 11,000/- > Rs 11,000/-	3	6	1	2.886 NS	4	0.577
		1	8	4			
		1	4	2			
6	Place Village City	1	7	2	0.721 NS	2	0.697
		4	11	5			
7	Type of Delivery Normal Delivery Cesarian Delivery	1	10	5	3.189 NS	2	0.203
		4	8	2			
8	Type of family Nuclear Family Joint Family	4	16	4	3.175 NS	2	0.204
		1	2	3			
9	No of Children One Two and more than two	2	4	2	0.649 NS	2	0.723
		3	14	5			

NS – Not significant at P<0.05 * - Significant at P<0.05

Table 2. presents the association between the post test level of knowledge regarding mile stone development among mothers of infants with the selected demographic variables using chi-square test.

The results indicated that there was no significant association between the selected demographic variables such as age, religion, educational status, occupation, income, place, type of delivery, type of family, number of children and household workers with level of knowledge regarding milestone development among mothers of infants.

CONCLUSION

A responsive parenting style allows children to feel safe in exploring their environment and in signaling their interests and needs. In addition responsive parenting

provided consistently across early childhood establishes a solid foundation that is hypothesized to place children on a positive development. Programs promoting positive parenting promotes a short- and long-term positive effects on child social-emotional development and behaviors and parenting practices. Positive parenting practice has a significant influence on milestone development & found a strong link between infant's behavior and psychological well being. The positive parenting program will promote normal milestone development & there by helps in

promoting positive behavior and helps children to leads proper life in future.

Declaration by Authors

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Conflict of Interest: The authors declare no conflict of interest.

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