

Effectiveness of Caretaker Empowerment Module Regarding Care of Visually Disabled Children on Knowledge and Practice among Mothers in Selected Special School at Puducherry

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ABSTRACT

Background: Visually impaired children are one of society's most neglected and disenfranchised groups. This study aims to improve the knowledge and practice regarding care of visually disabled children by teaching the caretaker empowerment module (CEM) among mothers of visually disabled children.

Aims and objective: To assess the level of knowledge and practice of CEM regarding care of visually disabled children among mothers of visually disabled children, to evaluate the effectiveness of CEM on knowledge and practice regarding care of visually disabled children, and to associate the selected demographic variables with knowledge and practice of CEM.

Materials and methods: Quantitative research approach was used for this study. Sixty samples (30 in control group and 30 in experimental group) were selected using a purposive sampling technique with nonrandomization. Caretaker empowerment module was taught to experimental group, and no intervention was given to control groups. A structured questionnaire regarding care of visually disabled children among mothers of visually disabled children was used.

Result: This study reveals that CEM has high statistical significance in improving knowledge and practice among mothers of visually disabled children at p -value <0.0001 .

Conclusion: According to the findings, CEM was helpful in enhancing mothers' knowledge and practice of caring for children with visually impairments.

Keywords: Caretaker empowerment module, Mothers of visually disabled children, Special school.

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INTRODUCTION

Children with special needs are one of society's most neglected and disenfranchised groups. They are sometimes denied of their rights to healthcare, education, and even survival due to daily discrimination in the form of negative attitudes and a lack of sufficient regulations and legislation.¹⁻⁵ Empowerment is a positive concept of a power or authority given on doing something.⁶⁻¹⁰ The importance of empowerment in caretaker is that they will feel that they have the power to authorize their care, satisfaction in their care and feel appreciated.

Despite the fact that the focus is on diseases that cause vision impairments, the markers used to track the progression of childhood blindness primarily focus on bilateral blindness.¹¹⁻¹⁵ Many national health programs may not be paying enough attention to unilateral blindness, amblyopia, poor vision, and uncorrected refractive error.

According to the State Census 2017, the most populated state in India is Uttar Pradesh (UP) with a population of 199.6 million. The state of UP has the highest number of disabled persons (16% of the total disabled in India). About 0.7 million of them are blind or visually handicapped. Nearly one-third of blind people lose their sight before they reach the age of 20, and many of them are children under the age of five. According to global estimates on childhood blindness, 1.42 million and 17.52 million

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children, respectively, are blind or have moderate to severe visual impairment.¹⁶⁻²⁰

The investigator aimed to enhance awareness of knowledge and practice related care of visually handicapped children through CEM instruction due to lack of information and practice among the moms of visually disabled children.

STATEMENT OF THE PROBLEM

"A study to assess the effectiveness of CEM regarding care of visually disabled children on knowledge and practice among mothers of visually disabled children in special school at Puducherry".

OBJECTIVES OF THE STUDY

- To assess the level of knowledge and practice of CEM regarding care of visually disabled children among mothers of visually disabled children in selected special school at Puducherry.
- To evaluate the effectiveness of CEM on knowledge and practice regarding care of visually disabled children among mothers of visually disabled children in selected special school at Puducherry.
- To associate the selected demographic variables with knowledge and practice of CEM regarding care of visually disabled children among mothers of visually disabled children in selected special school at Puducherry.

HYPOTHESIS

- **H1**—There will be significant difference in knowledge and practice on care of visually disabled children after CEM.
- **H2**—There will be significant association between knowledge and practice on care of visually disabled children with selected demographic variables.

RESEARCH METHODOLOGY

Nonrandomized controlled trial was used for this study. Sixty samples (30 in experimental group and 30 in control group) were selected by using purposive sampling technique from the target population of mothers of visually disabled children in selected special school at Puducherry. Structured questionnaire was used to collect data in order to assess knowledge and practice. The data collection tool was created. Section I comprises of demographic variables with 12 questions, and Section II and Section III consist of structured questionnaire for knowledge and practice. The data collecting period was 6 weeks, with the CEM being taught for 30 minutes every day for 21 days. For the pilot trial, 10 moms of visually impaired children were chosen from the experimental and control groups. In the pre- and post-test after teaching the CEM, data were collected from all 10 moms using a standardized

questionnaire. The results of the pilot study showed that the total was found to be accurate and feasible.

RESULT AND DISCUSSION

The first objective of the present study was to assess the level of knowledge and practice of CEM regarding care of visually disabled children among mothers of visually disabled children in selected special school at Puducherry.

Level of knowledge: In pretest, out of 30 subjects in experimental group, 23 (76.7%) had inadequate knowledge and 7 (23.3%) had moderately adequate knowledge, whereas in post-test out of 30 subjects in experimental group, 27 (90.1%) had adequate knowledge and 3 (10.0%) had inadequate knowledge. During the pretest, out of 30 subjects in control group, 15 (50.0%) had inadequate knowledge and 15 (50.0%) had moderate knowledge, whereas in post-test, out of 30 subjects in control group, 17 (56.7%) had moderately adequate knowledge, 12 (43.3%) had inadequate knowledge, and 6 (20.0%) had adequate knowledge.

Level of practice: In pretest, out of 30 subjects in experimental group, 29 (96.7%) of them had good practice and 1 (3.3%) of them had excellent practice, whereas in post-test, out of 30 subjects in experimental group, 24 (80.0%) of them had good practice and 6 (20.0%) had excellent practice. In pretest, out of 30 subjects in control group, 27 (93.3%) of them had good practice, 3 (6.7%) of them had fair practice, and none of them had excellent practice, whereas in post-test, out of 30 subjects in control group, 28 (93.3%) of them had good practice.

The second objective was to assess the effectiveness of CEM on knowledge and practice regarding care of visually disabled children among mothers of visually disabled children in selected special school at Puducherry.

Table 1 shows that the level of knowledge in experimental group, the pretest knowledge mean score was 12.9 with standard deviation of 2.006, whereas after teaching CEM, the post-test knowledge mean score was increased 20.2 with standard deviation of 1.324. In control group, the pretest knowledge mean score was 14.13 with standard deviation of 1.956. The post-test knowledge mean score increased 14.17 with a standard deviation of 2.351 after conventional treatment, and the improvement was statistically examined using the Wilcoxon signed-ranks

Table 1: The effectiveness of CEM on knowledge and practice regarding care of visually disabled children among mothers of visually disabled children in experimental and control groups

Level	Pretest knowledge				Post-test knowledge			
	Mean	SD	t test	p-value	Mean	SD	t test	p-value
Experimental	12.9	2.006	-2.867	0.006	20.2	1.324	11.166	
Control	14.13	1.956	-2.867	0.006	14.17	2.351	11.166	<0.0001*

Post-test knowledge score significant $p = 0.0001$ for experimental group

Table 2: The effectiveness of CEM on knowledge and practice regarding care of visually disabled children among mothers of visually disabled children in experimental and control groups

Level	Pretest practice				Post-test practice			
	Mean	SD	t test	p-value	Mean	SD	t test	p-value
Experimental	5.5	0.9			8.8	0.805		
Control	5.13	0.973	1.515	0.135	5.47	0.973	5.782	<0.0001*

Post-test practice score significant $p = 0.0001$ for experimental group

test, which was determined to be statistically significant at the p 0.001 level.

The pretest practice mean score in the experimental group was 5.5 with a standard deviation of 0.9, whereas the post-test practice mean score climbed to 8.8 with a standard deviation of 0.805 after teaching the CEM. The pretest practice mean score in the control group was 14.13 with a standard deviation of 0.973, but the post-test practice mean score was 5.47 with a standard deviation of 0.973 after conventional care. Wilcoxon's signed-ranks test was used to assess the improvement, and it was shown to be statistically significant at the p 0.001 level (Table 2).

The third objective of this study was to associate the selected demographic variables with knowledge and practice of CEM regarding care of visually disabled children among mothers in selected special school at Puducherry.

There is no evidence of a link between the demographic characteristics studied and knowledge. However, there is a strong link between the practice of CEM and the care of visually disabled children among mothers of visually disabled children in selected special school at Puducherry.

RECOMMENDATIONS

- A descriptive study can be undertaken to analyze the effectiveness CEM on knowledge and practice of care of visually disabled children among mothers of visually disabled children in selected special school by employing a large number of samples.
- Conduct comparable investigations with members of the healthcare team who work with children who are blind or visually impaired.
- The study can be done in different settings with different samples.

CONCLUSION

The findings of the study suggest that teaching CEM to mothers of visually impaired children can help them improve their knowledge and practice of caring for visually impaired children, as well as develop adequate knowledge and practice of caring for visually impaired children.

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