

# Effectiveness of Cognitive Skill Training on Performance of Self Help Skills among Mentally Challenged Children in School of Mentally Challenged Children in Vadodara City

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**Abstract:** Deficits in cognitive functioning and learning styles characteristic of individuals with mental retardation include poor memory, slow learning rates, attention problems, difficulty generalizing what they have learned, and lack of motivation. Individuals with mental retardation who require extensive supports must often be taught basic self-care skills such as dressing, eating, and hygiene. The AIM of my study is to assess the effectiveness of cognitive skill training on performance of Self Help Skills among Mentally challenged Children. Material and Method: Pre experimental one group pre-test – post-test research design, and non-probability purposive sampling technique was adopted. The tool used for data collection was observation check list. Sample size was 50 mentally challenged children in school of mentally challenged children in Vadodara. Conclusion: The ‘t’ value is significant. So it reveals that cognitive skill training is effective and improve the self help skill of mentally challenged children.

**Keywords:** Effectiveness, cognitive skill training, self help skill, mentally challenged children.

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## 1. INTRODUCTION

Children’s are the future and the mirror of the nation, which constitute its vital national resource. They are our most precious resources of the future. Mental retardation is a developmental disability which is firstly appears in child with age of 18. It is defined as an intellectual and social functioning level is well below average and significant limitations in daily living skills.<sup>1</sup> About 2.5-3% mentally retarded individuals are of the general population. 6-7.3 million mentally challenged children are from the United States. Mental retardation appears in childhood or adolescences before age of 18. In most cases, it continues throughout adulthood.<sup>2</sup>

### NEED FOR THE STUDY:

The mental health professionals have to focus on the development of the right kind of orientation of the family towards the child. Help them to shift their attention from deficiency in the children towards assets or what the child can do or has the potential to learn, providing adequate parent’s training programme to make the mentally challenged children independent in daily living skills.<sup>3</sup> Mentally challenged children can become independent in doing self care activities depending upon how the training and learning of the children occurs. One of the goals should be to make the individual independent as possible (Girimaji,1999).<sup>4</sup>

Investigator during her visit to school for mentally challenged children found that school as a part of training programme conducted a separate organized planned session for yoga therapy, physiotherapy, play therapy and music therapy. But the

investigator felt the need for organize cognitive skill training which is essential to improve self help skill among mentally challenged children to help themselves. This provoked investigator to select the study.

**STATEMENT OF RESEARCH STUDY:**

**“A Study to assess The Effectiveness Of Cognitive Skill Training On Performance Of Self Help Skills Among Mentally Challenged Children In Schools of Mentally challenged In Vadodara City.”**

**OBJECTIVES:**

1. To assess the self help skills of mentally challenged children.
2. To determine the effectiveness of cognitive skill training on performance of self help skill among mentally challenged children.
3. To find out the association between pre-test self help skill score with selected demographic variables.

**HYPOTHESIS:**

**H<sub>1</sub>:** There will be a significant difference in the pre-test and post-test score in the Performance of self help skill.

**H<sub>2</sub>:** There will be significant association between mean pre-test score with selected demographic variables.

**2. REVIEW OF LITERATURE**

**The literature reviewed has been presented under the following categories:**

Section: A: Studies Related to Cognitive Skills of Mentally challenged Children.

Section: B: Studies Related To Cognitive Training For mentally challenged Children.

Section: C: Studies Related to Self Help Skills for Mentally challenged Children.

**RESEARCH METHODOLOGY:**

<b>Research Approach</b>	Quantitative Research Approach
<b>Research Design</b>	Pre experimental Research Design
<b>Variables</b>	<b>Dependent</b> – self help skill <b>Independent variable</b> – cognitive skill training
<b>Setting</b>	Schools of mentally challenged, vadodara
<b>Population</b>	Mentally challenged children
<b>Samples</b>	50 mentally challenged children
<b>Sampling technique</b>	Non probability Purposive Sampling Technique
<b>Tool-development</b>	<b>Section 1:</b> demographic data of sample. <b>Section 2 :</b> observation check list
<b>Content validity</b>	Suggestion from various experts i.e. Master in the field of mental Health Nursing the Asst. Prof. -4, 1 M.A (English), 1 M.D. psychiatry. 1- psychologist
<b>Reliability</b>	Using Karl spearman correlation coefficient formula and the r value was 0.966 thus the tool is reliable.
<b>Pilot study</b>	Pilot study was conducted on 7 <sup>th</sup> September 2016 to find out the feasibility of the study. The pilot study was conducted in kalrav special school. Vadodara. The data for pilot study was collected from 5 mentally challenged children.
<b>Data collection procedure</b>	The investigator selected 50 sample for the inclusion criteria for the data collection .the investigator explain the purpose of the study, then the given some information about the cognitive skill training & practice checklist.
<b>Analysis of data</b>	Consolidated and organized the collected data in a master sheet. Frequency and percentage for the analysis of demographic characteristics of the sample respondents. Mean for the overall scores. Paired t-test was used to analyses the effectiveness of cognitive skill training. Chi-square was used to analyses the association between pre-test self help skill score among mentally challenged children with their selected demographic variables.

**ORGANIZATION OF STUDY FINDINGS:**

The data is analyzed and presented under the following sections

**SECTION I:**

Description of demographic variables of mentally challenged children.

**SECTION-II:**

Analysis of mean pre-test & mean post -test score to determine the level of self help skill of mentally challenged children.

(a): Frequency and Percentage distribution self help skill activity of mentally challenged children.

(b) Distribution of mean pre-test and mean post-test criteria wise score of self help skill activity of mentally challenged children.

**SECTION III:**

Effectiveness of cognitive skill training on performance of self help skill among mentally challenged children.

**SECTION IV:**

Association of pre-test self help skill among mentally challenged with selected demographic variables.

### 3. ANALYSIS AND INTERPRETATION

**Table 1: Description of the Demographic variables**

SR NO.	VARIABLES	FREQUENCY	PERCENTAGE %
1	AGE (YEARS)		
	05-10 Year	29	58%
	11-15 Year	14	28%
	16-20 Year	7	14%
2	GENDER		
	Male	23	46%
	Female	27	54%
3	LEVEL OF IQ		
	Mild	33	66%
	Moderate	17	34%
4	PARENTS EDUCATION		
	Primary	23	46%
	Secondary	13	26%
	Graduate	13	26%
	Illiterate	1	2%
5	TYPES OF FAMILY		
	Joint family	24	48%
	Nuclear family	26	52%

**Section II:** (A) Frequency and Percentage distribution self help skill activity of mentally challenged children.

SELF HELP SCORE	PRE-TEST		POST-TEST	
	Frequency	percentage	frequency	percentage
Poor self-help activity (1-34)	0	0%	0	0%
Moderate self-help activity (35-68)	39	78%	15	30%
Satisfactory self-help activity (69-102)	11	22%	35	70%

**Section-II:** (B) Distribution Of Mean, Sd, And Mean% Of Pre-Test And Post-Test Criteria Wise Score Of Self Help Skill Of Mentally Challenged Children

CRITERIA	No. of Statement	Max Score	SELF HELP SKILL SCORE									't' value
			Pre-test (x)			Post-test (y)			Effectiveness (y-x)			
			Mean	SD	Mean %	Mean	SD	Mean %	Mean	SD	Mean %	
DRESSING	7	21	12.18	2.77	58	16.46	3.2	78.38	4.28	0.43	20.38	7.15
EATING	12	36	21	3.79	58.3	28.6	4.24	79.4	7.6	0.45	21.1	9.45
HAND WASHING	7	21	13.1	2.137	62.38	16.98	2.34	80.85	3.88	0.21	18.47	8.6
POWDERING	3	09	5.42	1.37	60.2	7.5	1.34	83.3	2.08	0.03	23.93	10.0
HAIR COMBING	5	13	8.34	1.98	55.6	11.78	2.50	78.53	3.44	0.52	22.93	7.8
<b>TOTAL</b>	<b>34</b>	<b>102</b>	<b>60.04</b>	<b>9.68</b>	<b>58.8</b>	<b>87.04</b>	<b>13.58</b>	<b>85.33</b>	<b>27</b>	<b>3.9</b>	<b>26.53</b>	<b>11.4</b>

**SECTION III:** Effectiveness of cognitive skill training on performance of self help skill among mentally challenged children.

Pre-test score		Mean (%)	Post-test score		Mean (%)	Mean difference	Paired 't' value
Mean	SD		Mean	SD			
<b>60.04</b>	<b>9.68</b>	<b>58.8</b>	<b>87.04</b>	<b>13.33</b>	<b>85.33</b>	<b>27</b>	<b>16.62</b>

**SECTION IV:** Association of pre-test self help skill among mentally challenged with selected demographic variables.

Sl. No	Variables	Scores which falls below median	Scores which falls at Median and Above	Total	Df	X <sup>2</sup>	Table value	Level of significance
<b>1</b>	Age (in years):							
	a. 5-10	13	16	29	2	0.63	5.99	NS
	b. 11-15	8	8	14				
	c. 16-20	5	5	7				
	Total	21	29	50				
<b>2</b>	Gender:							
	a. Male	10	13	23	1	0.53	3.84	NS
	b. Female	9	18	27				
	Total	19	31	50				
<b>3</b>	Level of IQ:							
	a. Mild	3	30	33	1	32.96	3.84	S
	b. Moderate	17	0	17				
	Total	20	30	50				
<b>4</b>	Parents education:							
	a. Primary	11	12	23	1	3.76	3.84	NS
	b. Secondary	3	10	13				
	c. Graduate	6	7	13				
	d. Illiterate	1	0	1				
	Total	21	29	50				
<b>5</b>	Types of family:							
	a. Nuclear	6	18	24	1	4.32	3.84	S
	b. Joint	14	12	26				
	Total	20	30	50				

#### 4. CONCLUSION

The main objective of the study was to **Assess The Effectiveness Of Cognitive Skill Training On Performance Of Self Help Skills Among Mentally Challenged Children In Schools of Mentally challenged In Vadodara City.**"

Review of literature enabled the investigator to develop the conceptual frame work, methodology, setting of the study and plan for data analysis. The conceptual frame work adopted by this study was based on Imogene king's goal attainment theory. The research approach adopted in the present study is quantitative and evaluative approach, pre-experimental one group pre-test post-test design was adopted for this study. Non probability purposive sampling technique was used to select the sample and the sample size was 50 mentally challenged children in school of mentally challenged.

The present study was done to find out the effectiveness of Cognitive Skill Training On Performance of Self Help Skills Among Mentally Challenged Children In Schools of Mentally challenged In Vadodara City."

**This chapter deals with the following conclusions**

#### MAJOR FINDINGS OF THE STUDY:

##### I. Result of demographic variable

- Majority 29 (58%) of the subject were in the age group of 5-10 years.
- The majority of subjects indicated that 27 (54%) were females.
- Majority of subject indicated 33 (66%) had mild level of IQ.
- Parent's education of the subject that indicated majority 26 (43.3%) had primary education.
- The maximum 26 (52%) of subjects were from nuclear family.

##### II. Findings related to effectiveness of cognitive skill training on performance of self help skill among mentally children.

- The overall pre-test mean score was **60.04** and SD was **9.68** and post-test means score was **87.04** and SD was **13.58**. The post-test of self help skill score is significantly higher than the pre-test of self help skill score.
- The 't' calculated value **16.62** is more than tabulated value **1.677** which showed it, was significant at **0.05 level of significance**. Hence the obtained t value is significant. So it reveals that cognitive skill training is effective and improves the self help skill of mentally challenged children.

##### III. Findings related to associations of pre-test self help skill score among mentally challenged children with selected demographic variables.

- The chi-square was used to determine the association between pre-test self help skill score with selected demographic variables like Age, Gender, Level of IQ, Parents Education, Types of Family.
- The obtained  $X^2$  value in some variables such as level of IQ, types of family, are more than the table value of  $X^2$  at 0.05 level of significance. Hence the obtained  $X^2$  value is significant. There is significant association between selected demographic variables and mean pre test score of mentally challenged children.

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