

Mother's knowledge over child- toilet training in Sebardan village in Erbil

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Abstract

Background and objectives: Child toilet training is a paramount skill to learn, it virtually involves many steps for parents to endorse should the child success. The aim of the study was to assess mother's knowledge about child-toilet training in Sebardan Village in Erbil.

Methods: A cross-sectional descriptive study was carried out in Sebardan Village in Erbil Governorate from the 1st / March / 2010 to the 30th / May / 2010. A convenience sample of 300 mothers with their children under the age of five years old was selected.

Results: Less than half (31.4%) of the mothers age were between 21-25 years old, (85.4%) of them were housewives, (34%) completed a primary school and all of them were from the rural areas. Less than half (40.4%) of mothers whom their male children exhibited physical readiness to reduce their number of wet diapers.

Conclusion: Our survey concluded that mother's knowledge had an effect on the child's readiness for toilet training, and highly significant relationship between mother's level of education and their knowledge of their child's readiness (physical, mental and psychological) toward toilet training at $p \leq 0.05$. The study has been recommended to provide guidance through the media and different community health centers to promote parental awareness toward developmental milestones and child-toilet training.

Keywords: Toilet training, bed wetting, physical readiness, mental readiness and psychological readiness.

Introduction

Toilet training is a universally acquired skill for normally developing children, yet there is no information about the requisite skills that children learn sequentially, beginning with the signs of readiness and ending with successful completion of toileting.¹ Toilet training involves the mastery of bowel and urinary control while child is awake and a sleep.² Toilet readiness is a powerful conceptual tool and requires an objective look both at a child's willingness to begin and progress with training.³ Toilet training simply is a function of a child's chronological age but it based on the motor, cognitive and psychosocial development of child and their relationship with the primary caregiver.⁴ Toilet training or learning is a topic

that often provokes intense discussion among parents and regarded as a potential source of anxiety for them and their children as well. The proper approach to toilet training involves an assessment of the readiness of both the child and parents.⁵ Parents should have a realistic idea of the chances of success, and they must be patient and supportive.⁶ An American study stated that most American children achieve control of bladder and bowel function between 24 and 48 months of age, approximately (25%) are toilet trained at 24 months of age, (85%) at 30 months of age, and (98%) at 36 months of age.⁷ Nurses should initiate discussions about toilet training with parents when the child is

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12 to 18 months of age,⁸ and they have to inform parents about the developmental milestone before the process starts, and they should be prepared to offer anticipatory guidance to parents as the child learns toileting skills and toileting-related difficulties.⁹ Generally, toilet training in any community depends upon child's physical, mental and psychological readiness and mothers play important roles in these cases; therefore, mother's attendance at health centers should be regarded as great opportunities to transmit health education messages.¹⁰ In Kurdistan Region, there is no published study regarding this topic which is necessary for future planning to improve the health of our children.

Methods

A cross-sectional descriptive study, conducted in Sebardan Village in Erbil Governorate, from the 1st /March / 2010 to 30th / May / 2010. A convenience sample size of 300 individuals was selected to include mothers who have children less than five years of age. The aim of the study was to assess mother's knowledge of their children toilet training and to determine the associations between the knowledge and their demographic characteristic such as (age, occupation and level of education). A three part questionnaire was designed in order to address the mother, the child and toilet training. Data was collected through direct interview with the mothers. Data entry and descriptive statistical data analysis was done using Microsoft Excel 2007, appropriate tables reveal frequencies, percentages and mean scores were used. Chi-square test was implemented to measure associations between different variables used. P-value ≤ 0.05 was regarded as statistically significant.

Results

Table (1) shows highest percentage (31.4 %) of mothers within age group 21-25 years old. (34 %) had completed primary school, and (63%) of mothers had 1- 3 children. highest percentage (85.4 %) were housewives, and (81%) of parents were living with their children.

Table (2) children demographic characteristics shows that most frequent (60%) age group were 2-3 years old and (58%) were males. (45 %) of children starting their toilet training at less than twenty four months old, (66.6 %) had bed-wetting and (56 %) were wet at day time .

Table (3) shows that (40.4%) and (28.6%) of mother's whom their children exhibited physical readiness to reduce number of wet diapers for both boys and girls respectively, while (38%) and (22.6 %) of them know that their children had ability to stay dry for 2 hours for both boys and girls respectively. Regarding the mother's knowledge of children mental readiness for toilet training,

Table (2) shows that (34%) and (32.6%) of the mother's know that their children follows simple instructions for both boys and girls respectively. (33.4%) and (25%) of them know that their children understood the word 'toilet' for both boys and girls respectively

Table (5) shows that mother's knowledge toward children psychological readiness for toilet training. Mothers reported that their children were able to sit on toilet for 5- 10 minutes for both boys (17.6%) and girls (33.4%). (17%) of the boys and (28.4%) of the girls showed an interest in using the toilet.

Table (6) shows that no significant relationship between mother's age and their knowledge of physical readiness of the child toward toilet training, while a significant association was noted in terms of psychological readiness. On considering mother's level of education the association was significant with their children physical, psychological and mental readiness.

No significant relationship was noted between mother's occupation and their child's physical child's readiness.

Conversely, the relationship was significant when considering the psychological and mental child's readiness toward toiler training at p- value P-value ≤ 0.05.

Table 1: Demographic characteristics of mothers

Variables	Frequency	n.=300	Percentage
Age (years)			
21 - 25	94		31.4
26 - 30	56		18.6
31 - 35	36		12.0
36 - 40	61		20.3
41 & over	53		17.7
Education status			
Illiterate	42		14
Able to read and write	54		18
Primary school graduate	102		34
Intermediate school graduate	60		20
High school graduate	30		10
Institute and college graduate	12		4
No. of child in family			
1 - 3	189		63
4 - 6	51		17
7 - more	60		20
Occupation			
Employed	44		14.6
House wife	256		85.4
parents living with their child			
Yes	243		81
No	57		19

Table 2: Demographic characteristics of children

Variables	Frequency	n.=300	Percentage
Age (years)			
2 - 3	180		60
4 - 5	120		40
Gender			
Male	174		58
Female	126		42
Age of starting toilet training			
< 24 moths	135		45
≥ 24 months	165		55
Still had bed- wetting			
Yes	200		66.6
No	100		33.4
		If yes , at what time.	
Day time	168		56
Night time	132		44

Table 3: Mother's knowledge toward child's physical readiness about toilet training

Items	Boys				Girls				F.	%
	yes		No		yes		No			
	F.	%	F.	%	F.	%	F.	%		
Ability to stay dry for hours	114	38	60	20	68	22.6	58	19.4	300	100
Decreased number of diapers used	121	40.4	53	17.6	86	28.6	40	13.4	300	100
Waking dry from nap	80	26.6	94	31.4	72	24	54	18	300	100
Regular bowel movement	65	21.6	109	36.4	66	22	60	20	300	100
Able to sit on the toilet	72	24	102	34	60	20	66	22	300	100
Walk to and from the bathroom	62	20.6	112	37.4	55	18.4	71	23.6	300	100
Pulls down own pants and pulls them up again	101	33.6	73	24.4	72	24	54	26	300	100
Can dress and undress himself / herself	86	28.6	88	29.4	60	20	66	22	300	100
Washes hands with no assistance	47	15.6	127	42.4	23	7.6	103	34.4	300	100

Table 4 : Mother's knowledge toward child's mental readiness about toilet training

Items	Boys				Girls				F.	%
	Yes		No		Yes		No			
	F.	%	F.	%	F.	%	F.	%		
Can tell you that she/he needs to "go"	43	14.4	131	43.6	100	33.4	26	8.6	300	100
Indicates the physical need to go to the bathroom	46	15.4	128	42.6	94	31.4	32	10.6	300	100
Follows simple instructions	102	34	72	24	98	32.6	28	9.4	300	100
Understand the word 'toilet'	100	33,4	74	24.6	75	25	51	17	300	100
Knows he/she is "going to the toilet"	81	27	93	31	54	18	72	24	300	100
Has asked to wear under-wear	78	26	96	32	50	16.6	76	25.4	300	100
Knows how to urinate or defecate in the toilet	25	8.4	149	49.6	34	11.4	92	30.6	300	100

Table 5: Mother's knowledge toward child's Psychological readiness about toilet training

Items	Boys				Girls				F.	%
	Yes		No		Yes		No			
	F.	%	F.	%	F.	%	F.	%		
Shows an interest in using the toilet	51	17	123	41	85	28.4	41	13.6	300	100
Able to site on toilet for 5- 10 mints	53	17.6	121	40.4	100	33.4	26	8.6	300	100
Wants to be independent	40	13.4	134	44.6	61	20.4	65	21.6	300	100
Saying words that parent can understand him	30	10	144	48	60	20	66	22	300	100

Table 6: Association between child's readiness and mother's demographic characteristics

Variables	Age	Level of education	occupation
Child's readiness	P value (df)	P value (df)	P value (df)
Physical	0.7319 (4)	0.009 (5)	0.6152 (1)
Psychological	0.0005 (4)	0.000 (5)	0.0005 (1)
Mental	0.0119 (4)	0.0000 (5)	0.0032 (1)

Discussion

This study included mothers of 21-25 years of age, living in Sebardan village in Erbil Governorate. Majority were housewives with low education level. Our findings are consistent with another study which found that the toilet training is affected when the children live in rural and semi urban areas.¹² Less than half of mother's started toilet training of their child at the age of less than twenty four months and most of both parents were living with their children Table (1), this result agrees with a study which reported that the parents started working with their children's toileting skills at less than 24 months old.^{4, 12} Similarly, another study showed that the average age at which toilet training initiation was 20.6 months (+ / - 7.6 months). Caucasian parents believed that toilet training should initiated significantly at a later age (25.4 months) compared with both African-American parents (18.2 months) and parents of other races (19.4 months).⁷ Regarding child's demographic characteristics Table (2) more than half of children's age were 1-3 years old, more than half of them were males and few were still bed wetting and at daytime. The age of toilet training is not usually reflective of the child's intelligence level. Bright children can be difficult to train, but emotionally or intellectually 'slower' children may also be sluggish to train.¹¹ A study reported that the most children are ready to begin toilet training when they are between two and four years old. However, every child is different.¹² Table (3) shows that less than half of mothers know that the child's physical readiness of toilet training is in form of decreased numbers of wet diapers and having the ability to stay dry for 2 hours. This result is concordant with another study which they reported that when a child begins to show regular day time dryness, parents may start to experiment allowing the child to roam the house without underwear for part of the day and returning to diapers at night.^{13, 11} In relation to the mother's knowledge of

child's mental readiness for toilet training, Table (4) shows that some of the mothers know that their children could follow a simple instructions and understand the word 'toilet' in both genders. This result was supported by a study which showed that the child needs a way to independently communicate his need to go. Even though he may begin to spontaneously go into a familiar and available bathroom, he needs to learn a concrete way to communicate this need so that he will be able to request when a toilet is not immediately available.^{10,12} Concerning the mother's knowledge of child's psychological readiness of toilet training Table (5) shows that some of mothers know that their children had able to sit on toilet for 5- 10 minutes and shows an interest in using the toilet in both genders. This result is in agreement with a study which added that the child needs to learn, to observe, touch and become familiar with the toilet chair well in advance of its encouraged use.^{8, 14} Table (6) shows that no significant relationship between mother's age with their knowledge about the physical child's readiness toward toilet training. whereas a highly significant relationship was noted with the psychological readiness at p value ≤ 0.05 . The results disagree with a study which reported that mother's age has no association with child's readiness.¹³ Another study reported that child's readiness toward toilet training was associated with mother's age.⁶ From the mother's educational point of view, the results showed highly significant relationship between mother's level of education with their knowledge about the physical, psychological and mental readiness of their children toward toilet training P-value ≤ 0.05 . A study found mothers with high education level were significantly related to a good child's readiness.¹⁴ The present result is in consistent with a study which noticed a strong relation between younger mothers with low level of education and housewives and poor knowledge for their child's readiness of toilet training.¹²

Conclusion

This study concludes that mother's knowledge has an affect on the child's physical, mental and psychological readiness for toilet training. A highly significant relationship between mother's level of education with their knowledge about the physical, psychological and mental child's readiness toward toilet training. The study has been recommended to provide guidance through the media and different community health centers to promote parental awareness toward developmental milestones and child-toilet training.

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