

A Study to Assess the Effectiveness of Structured Teaching Program on Knowledge and Attitude Regarding Autism among the Primary School Teachers at Selected Schools of Shimla, Himachal Pradesh

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Abstract: *Background: Autism, also called autism spectrum disorder (ASD), is a complicated condition that includes problems with communication and behaviour. According to recent statistics About 1 in 100 children in India under age 10 has autism, and nearly 1 in 8 has at least one neurodevelopmental condition. Objectives: to assess the effectiveness of structured teaching programme on knowledge and attitude regarding autism among the primary school teachers. Methodology: A pre-experimental study was conducted in 2021 in selected schools of Shimla, H. P. sample of 60 primary school teacher were selected by using non-probability purposive sampling technique. Pre-test was conducted and same day, structured teaching programme was administered. After relapse of seven days, post-test was conducted using self-structured questionnaire and Likert scale. Result: the findings showed that mean pretest knowledge score was 16.35 ± 2.4 and mean pretest attitude was 19.57 ± 3.011 posttest mean knowledge score was 24.60 ± 1.758 and posttest mean attitude score was 35.93 ± 3.626 with mean knowledge difference of 27.50 whereas the mean attitude difference of 39. Paired 't' test was applied for knowledge and the value of 't' was 18.67 for attitude value of 't' was 25.644 P and the value of is <0.001 which was found to be significant and effectiveness seen in knowledge which interpreted that majority of primary school teacher has gained knowledge to adequate level and attitude was positive regarding autism.*

Keywords: Effectiveness, Structured Teaching Programme, Knowledge, Pre-menopause

1. Introduction

Autism is the disorder of neural development, which is usually characterized by impaired social communication, and by restricted, repetitive behavior of the child this condition begins at birth of child or within the first two-and-a-half years of life. The children who are affected looks perfectly normal in appearance, but they spend their time engaged in puzzling and disturbing behaviors which are markedly different from those of typical children. The cause of autism is not known exactly Studies suggest that there is a strong genetic basis of the disease, but it cannot be traced to a Mendelian (single gene) mutation or to a single chromosome abnormality.

Objectives

- To assess the pre-test knowledge and attitude regarding autism among the primary school teachers at selected schools of Shimla, Himachal Pradesh.
- To assess the post test knowledge and attitude regarding autism among the primary school teachers at selected schools of Shimla, Himachal Pradesh.
- To assess the effectiveness of STP on knowledge and attitude regarding autism among the primary school teachers at selected schools of Shimla, Himachal Pradesh.
- To find out the association of posttest knowledge and attitude with selected demographic variables.

2. Methodology

A pre-experimental (one group pre-test post-test) design was used and data was collected from 60 primary school teacher, who were available at the time of study and willing

to participate. The study was conducted in selected schools of district Shimla (H. P).

Non-probability purposive sampling technique was used and self-structured questionnaire and Likert scale was prepared to collect data. The tool comprised of three sections: section A included questions regarding socio-demographic variables of primary school teacher like Age, Gender, Educational status, Residential Areas, Source of information, Year of experience, Attended any training programme on autism Section B included self-structured questionnaire which consists of 30 knowledge and prevention items regarding autism. Section C consists of likert scale.

To ensure the validity of tool, it was submitted to 10 experts. The reliability of tool was assessed by using test-retest method and was calculated by Karl Pearson correlation coefficient. Where 'r' value is 0.83.

3. Results

The study participants included age range from 28-33 years were only 13.3% (8) of primary school teachers. Those who belonged in the age group of 34-39 years, 25% (15). The primary school teachers were in the age group of 40-45 years 38.3% (23). The study participants were in the age group of 46-51 years. Were 23.3% (14) Out of total sample of primary school teachers 50% (30) were female and whereas 50% (30) were male. Educational status of the primary school teachers includes, 18.3% (11) were graduated, 68.3% had post-graduation and 13.3% had M. Phil. and above qualification. Primary school teachers who resided in urban area were 28.3% (17). Whereas 71.7% (43)

were from rural area. Primary school teachers who had previous information from mass media (TV, Radio, and Internet) were 71.7% (43) and only 5% (3) were having information from interaction with health care professional. 23.3% (14) were obtained information any printed media (books, journals or article) and 0% (0) were having information from any seminar related to autism and

25% (15) teachers had 0-5 years of teaching experience in primary school and 21.7% (13) teachers had 6-10 years of teaching experience in primary school. Whereas 36.7% (22) were having 11-15 years of teaching experience in primary school. 100% (60) of the primary school teachers never attended any training programme on autism.

Table 1: Mean SD and Mean Percentage of pre-test knowledge score of primary school teachers regarding autism.

Pre-test knowledge Score (N=60)

Descriptive Statistics	Mean	S. D.	Median Score	Maximum	Minimum	Range	Mean%
Pretest Knowledge	16.35	2.420	16	21	10	11	54.50
Maximum=	30	Minimum=	0				

Table illustrates that the Mean SD and mean percentage of pre-test knowledge score among primary school teachers regarding autism. The analysis describe the mean knowledge to be 16.35±2.420 which is 54.50% of total

mean knowledge percentage score. The above results substantiate that the primary school teachers had poor knowledge regarding autism.

Table 2: Mean SD and Mean Percentage of post-test knowledge score of primary school teachers regarding Autism.

Descriptive Statistics	Mean	S. D.	Median Score	Maximum	Minimum	Range	Mean%
PRETEST ATTITUDE	19.57	3.011	20	26	14	12	46.60
Maximum=	42	Minimum=	14				

Table illustrate that the Mean SD and mean percentage of pre-test attitude among primary school teachers regarding Autism. The analysis describe mean knowledge to be 19.57±3.011 which is 46.60%

(N= 60)

Table 3: Mean SD and Mean Percentage of post-test knowledge score of primary school teachers regarding Autism.

Descriptive Statistics	Mean	S. D.	Median Score	Maximum	Minimum	Range	Mean%
Post-test Knowledge	24.60	1.758	25	28	21	7	82.00
Maximum=	30	Minimum=	0				

Table illustrate that the Mean SD and mean percentage of post-test knowledge score among primary school teachers regarding autism. The analysis describe mean knowledge to be 24.60±1.758 which is 82.00%

Table 4: Mean SD and Mean Percentage of post-test attitude score of primary school teachers regarding Autism Posttest Attitude

Descriptive Statistics	Mean	S. D.	Median Score	Maximum	Minimum	Range	Mean%
Posttest Attitude	35.93	3.626	36	42	30	12	85.60
Maximum=	42	Minimum=	14				

Table illustrate that the Mean SD and mean percentage of post-test attitude among primary school teachers regarding autism. The analysis reveals mean knowledge to be 35.93±3.626 which is 85.60 %.

Table 5: Mean SD Mean percentage and Difference between the pre-test and post-test knowledge score regarding autism among the primary school teachers

Individual Score Gain (Effectiveness)						
Mean%	Pre-test Knowledge	Post-test Knowledge	Difference	Pre-test Knowledge Score %	Post-test Knowledge Score %	Difference%
Average	16.35	24.60	8.25	54.50	82.00	27.50

Table illustrates the Mean, SD, Mean percentage and difference between the pre-test and post-test knowledge score. In the pre-test mean knowledge score was 16.35±2.42 which was 54.50% of total mean knowledge score percentage. In post-test mean knowledge score was 24.60±1.758 which was 82.00% of total mean knowledge

score percentage. The difference in pre-test and post-test mean knowledge score was 27.50%. Hence it was interpreted that Structured Teaching Programme was effective in enhancing the knowledge of primary school teachers regarding autism.

Table 6: Mean SD Mean percentage and Difference between the pre-test and post-test attitude regarding autism among the primary school teachers

Showing Individual Score Gain (Effectiveness)						
Mean%	Pre-test Attitude	Post-test Attitude	Difference	Pre-test Attitude Score %	Post-test Attitude Score %	Difference%
Average	19.57	35.93	16.36	46.60	85.60	39

Table illustrates the Mean, SD, Mean percentage and difference between the pre-test and post-test attitude score. In the pre-test mean attitude score was 19.57±3.01 which was 46.60% of total mean attitude score percentage. In post-test mean attitude score was 35.93±3.626 which was 85.60% of total mean attitude score percentage. The

difference in pre-test and post-test mean attitude score was 39%.

Hence it was interpreted that Structured Teaching Programme was effective in improving the outlook of primary school teachers regarding autism.

Table 7: Mean SD and Mean percentage of pre-test and post-test knowledge score of primary school teachers regarding Autism.

Knowledge	Mean±S. D.	Mean%	Range	Mean Diff.	Paired T Test	P value	N=60 Table Value at 0.05
PRETEST KNOWLEDGE	16.35±2.42	54.50	10-21	8.250	18.67 *Sig	<0.001	2.00
POSTTEST KNOWLEDGE	24.6±1.758	82.00	21-28				
Significance Level <0.05 Maximum=30 Minimum=0						df=59	

Table demonstrate that paired 't' test was calculated to analyze the difference between the pre-test and post-test knowledge score, so the calculated t value is 18.67 which is higher than the table value i. e.2.00.

Table 8: Mean SD and Mean percentage of pre-test and post-test attitude score of primary school teachers regarding Autism

Attitude	Mean±S. D.	Mean%	Range	Mean Diff.	Paired T Test	P value	Table Value at 0.05
PRETEST ATTITUDE	19.57±3.011	46.60	14-26	16.360	25.644 *Sig	<0.001	2.00
POSTTEST ATTITUDE	35.93±3.626	85.60	30-42				
Significance Level < 0.05 Maximum=42, Minimum=14					df=59		

Table 4.13 demonstrate that the paired 't' was calculate to analyze the difference between pre-test and post-test attitude, so the calculated t value is 25.644 which is higher than the table value i.e.2.00.

4. Conclusion

This study was mainly focused on assessing the effectiveness of structured teaching programme on knowledge and attitude regarding autism among primary school teachers at the selected school of district Shimla, (H. P). The following conclusions were drawn from the findings of the study. Structured teaching program was an effective method of giving information to the teachers. This method helps for easy understanding and gives more awareness about autism among the primary school teachers.

Hence, findings of the study revealed that majority of primary school teachers were having average knowledge level of 80% leading by 20% with moderately adequate knowledge level. Whereas in pretest attitude 68.3% having

negative and 31.7 have positive attitude then structured teaching programme was administered to them which resulted in increase of knowledge level.

5. Future scope

Nursing Education

- The nurse educators have the responsibility to update the knowledge of nursing students on knowledge and awareness about autism.
- The findings of the study can serve as guidelines for the nurse educator for preparing structured teaching program for student nurse regarding autism and their management at early stage too.

- The nursing students should be made awareness about their role in health promotion of the children who may be suffering from autism or any other behavioral disorder.

Nursing Practice

- Nurses play a major role in health promotion and maintenance. The structured teaching program can be provided by nursing personnel and common health workers to improve the knowledge of primary school teachers regarding autism.
- Nurses can provide teaching related to autism, its sign and symptoms and treatment modalities.

Structured teaching program is economical, cost effective, safe and easy way to provide information to the primary school teachers.