

A Pre Experimental Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge regarding Selected Common Behavioural Problems of Children among Primary School Teachers in Selected Schools of District Sirmour (H. P.)

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Abstract: Behaviour means the way in which one acts or conducts oneself, especially towards others. A behaviour is considered maladaptive when it is inappropriate, when it interferes with adaptive functioning. In India, the prevalence rate of behavioural problems is 43.1%, 29.7% attention deficit hyperactivity disorders and, 15% of children have serious learning disabilities. The objectives of this study were to assess the existing knowledge of primary school teachers regarding selected common behavioural problems of children, to evaluate the effectiveness of structured teaching programme regarding selected common behavioural problems of children, to find out the association between the posttest knowledge scores with selected demographic variables. Pre-experimental research was conducted in 2021 in selected primary schools of district sirmour (H. P), sample of 60 teachers were selected by using convenient sampling technique. Result finding showed that mean pretest knowledge score was 10.9 ± 2.327 and posttest mean knowledge score was 21.18 ± 1.589 with mean difference of 10.280. Paired 't' test was applied and the value of 't' was 28.157, 'p' is < 0.001 which was found to be significant and effectiveness seen in knowledge level of 34.28%, which interpreted that majority of primary school teachers has gained average knowledge regarding common behavioural problems of children.

Keywords: Structured teaching program, attention deficient hyperactive disorder, Knowledge, effectiveness

1. Introduction

Mental health is an integral and essential component of health. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities. Behaviour means the way in which one acts or conducts oneself, especially towards others. A behaviour is considered maladaptive when it is inappropriate, when it interferes with adaptive functioning. In India, the prevalence rate of behavioural problems is 43.1%, 29.7% attention deficit hyperactivity disorders and, 15% of children have serious learning disabilities.

2. Objectives of the study

- 1) To assess the existing knowledge of primary school teachers regarding selected common behavioural problems of children.
- 2) To evaluate the effectiveness of structured teaching programme regarding selected common behavioural problems of children.
- 3) To find out the association between the posttest knowledge scores with selected demographic variables.

3. Methodology

Pre experimental research design was used and data was collected from 60 primary school teachers, who were available at the time of data collection and willing to participate. The study was conducted in selected primary schools in district sirmour (H. P). Non probability convenient sampling technique was used for data collection. The data was collected by using demographic Performa, structured knowledge questionnaire. The selected demographic variables were age (in years), gender, educational qualification, years of teaching experience, religion and undergone any training related to management of child with behavioural problems.

4. Result

Frequency and percentage wise distribution of primary school teachers according to their demographic variables the maximum study subjects (45%) were in the age group of 41 to 50, (30%) in the age group of 31-40 followed by the (6%) in the age group of 20 – 30, (18.3%) in the age of above 50 years. The gender status consisted of male as well as female. Their gender status (48.3%) was female and (51.7%) were male. The qualification of teachers indicates that (45%) were B. Ed., (35%) were others education qualification, (11.7%) were graduate and (8.3%) were master's in education. Year of teaching experience may include that (43.3%) have above

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15 years teaching experience, (25.0%) teachers have experience between 11 – 15 years, and (15%) teachers have experience between 6 – 10 years. Nature of employment of teachers are (100.0%) teachers are government employee and (0.0%) are the private employee. (100%) of teachers belongs from Hindu religion. Most of the teachers have source of information about behavioural problems (61.7%) and (38.3%) respondent have no idea about the behavioural problems.

Pre-test level of knowledge score regarding common behavioural problems of children.

Table 1: Frequency and percentage distribution of primary school teachers according to their pre-test level of knowledge, (N=60)

Knowledge level	Level of score	frequency	Percentage
Poor knowledge	0-10	28	(46.7%)
Average knowledge	11-20	32	(53.3%)
Good knowledge	21-30	0	(0%)

Maximum score= 30 minimum score=0

Table: 1: Shows that 53.3% of the primary school teachers had average knowledge, 46.7% of the primary school teachers had poor knowledge and none of the teachers had good knowledge regarding common behavioural problems.

Table 2: Mean SD and Mean Percentage of pre-test knowledge score of primary school teachers regarding common behavioural problems, (N=60)

Descriptive statistics	Mean	S d	Median score	Maximum	Minimum	Range	Mean %
Pretest knowledge	10.90	±2.327	11.5	15	6	9	36.30 %

Maximum = 30, minimum = 0

Table 2: illustrates the mean, SD and mean percentage of pretest knowledge score among primary school teachers regarding common behavioural problems. The analysis reveals that mean knowledge score is 10.90±2.327 which is 36.30% of total mean knowledge percentage score. The above results substantiate that the primary school teachers under the study had poor knowledge regarding common behavioural problems.

Post-test level of knowledge score regarding common behavioural problems of children.

Table 3: Frequency and percentage distribution of primary school teachers according to their post-test level of knowledge. (N=60)

Knowledge level	Level of score	frequency	Percentage
Poor knowledge	0-10	0	(0%)
Average knowledge	11-20	16	(26.7%)
Good knowledge	21-30	44	(73.3%)

Maximum score= 30 minimum score=0

Table 3:: Shows that 73.3% of the primary school teachers had good knowledge, 26.7% of the primary school teachers had average knowledge and none of the primary school teachers had poor knowledge regarding common behavioural problems.

Table 4: Mean SD and Mean Percentage of post-test knowledge score of primary school teachers regarding common behavioural problems, (N=60)

Descriptive Statistics	Mean	S. D	Median Score	Maximum	Minimum	Range	Mean %
Posttest knowledge	21.18	±1.589	21	24	18	6	70.60

Maximum = 30, minimum = 0

Table 4: illustrates the mean, SD and mean percentage of posttest knowledge score among primary school teachers regarding common behavioural problems. The analysis reveals that mean knowledge score is 21.18±1.589 which is 70.60 of total mean knowledge percentage score. The above results substantiate that the subjects under the study had average knowledge regarding common behavioural problems.

Effectiveness of structured teaching programme on knowledge regarding common behavioural problems of children.

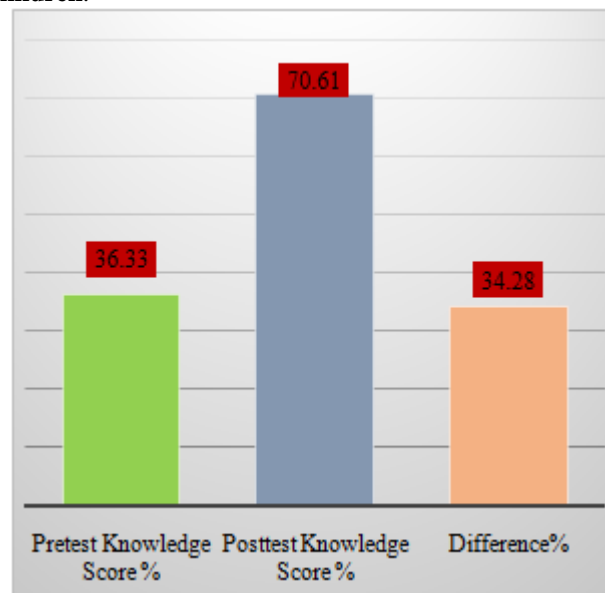


Figure 1: shows that mean, mean percentage and difference between the pre-test and post-test knowledge score. In pre-test mean knowledge score was 10.90 which was 36.30% of total mean knowledge score. In post-test mean knowledge score was 21.18 which was 70.60% of total mean knowledge score percentage. The difference in mean percentage is 34.28%.

It was interpreted that structure teaching programme was effective in enhancing the knowledge of primary school teachers regarding common behavioural problems.

Table 5: Comparison of mean, SD, mean percentage of pre-test and post-test knowledge score regarding common behavioural problems of children among primary school teachers, (N= 60)

Paired t test	Mean±S. D.	Mean%	Range	Mean Diff.	Paired T Test	P value	Table Value at 0.05
Pretest knowledge	10.9±2.327	36.30	6-15	10.280	28.157	<0.001	2.00
Posttest knowledge	21.18±1.589	70.60	18-24		*Sig		

Significance Level 0.05 **Maximum=30 Minimum=0

Table 5: Shows that in pre-test mean knowledge score was 10.9 which was 36.30 of total mean knowledge score. In post-test mean knowledge score was 21.18 which was 70.60 of total mean knowledge score percentage. Paired t test was used to calculate and analyze the difference between pre-test and post-test knowledge score. The paired t test value is 28.157 which is higher than the table value i. e.0.005 and it shows the significant difference between pre-test and post-test. It is interpreted that the difference observed in the mean score values of pre-test and post-test were true difference and not by chance.

Hence hypothesis (H₁) is accepted

Association between post-test knowledge score and their selected demographic variables, N=60

Shows that the chi square was calculated to find out the association between post-test knowledge score with selected demographic variables. There was no significant association between the knowledge regarding selected common behavioural problems of children among primary school teachers in post-test and their compared with demographic variable such as Age, Gender, Nature of employment, Education qualification, year of teaching experience, undergone any training related to behavioural problem. As the calculated chi square value were less than table value at the 0.005 level of significance.

Hence, hypothesis (H₂) is rejected.

5. Conclusion

The calculated “t” value of knowledge score was 28.157 at 0.05 levels of significance which indicates the structured teaching programme was effective in improving the knowledge regarding behavioral problems.

There was no significant association between post-test knowledge with age, sex, qualification year of experience, qualification year of experience.

6. Future Scope

Nursing Research

- There is a good scope for the nurse to conduct research in this area, to find out the effectiveness of various teaching strategies to educate the teachers and the parents
- The effectiveness of the research study can be made by further implication of the study.
- Can be used for evidence-based nursing practice as a rising trend

Nursing Administration

- Nurse as an administrator should take limitation in formulating policies and protocols for short and long-term health teaching.

- The nursing administration should motivate the subordinate for participating in various educational programmes and improve their knowledge and skills.
- The administrator serves as a reserved person for young nursing students, parents and school teachers for providing guidance and counseling for children with behavioral problems
- The nurse administrator has the power to formulate pamphlet and flashcards for the awareness of behavioral problems among school teachers.

Nursing Education

- Nurse educator should emphasize more on preparing students to impact health information to the public regarding behavioral problems.
- The study has clearly proved that a structured teaching programme was effective in improving the knowledge regarding behavioral problems. To practice this, nursing, personal needs to be equipped with adequate knowledge and practice regarding structured teaching programme.
- The curriculum of nursing education should enable student nurses to equip themselves with the knowledge of behavioral problems.

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