

# Effectiveness of Structured Teaching Program on Knowledge Regarding School Phobia among the Parents of Primary School Children in Selected Rural Area of Udaipur District. (Raj)

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**Abstract:** Context: School is a place for kids to be put together to gain the experience of being around large numbers of their peers and discovering the way to behave properly. School phobia, school avoidance and school refusal are terms that describe an anxiety disorder in children who have an irrational, persistent fear of going to school. Aims: This study aimed to assess the effectiveness of structured teaching program on knowledge regarding school phobia among the parents of primary school children. Methodology: A Quasi experimental design was employed by using convenience sampling technique. Data was collected from 50 parents of primary school children in Dharta, Udaipur. Data was collected before and after the intervention of structured teaching program. Result: The results revealed that Out of 50 samples, the researcher found that 21 (42%) had inadequate knowledge and 29 (58%) had moderately adequate knowledge before intervention. A structure teaching program was conducted in the sample. After a period of one week post test was done, the analysis revealed that 11 (22%) had adequate knowledge regarding school phobia, 30 (60%) had moderately adequate knowledge regarding school phobia and 9 (18%) had inadequate knowledge regarding school phobia after intervention. Pretest mean was  $16.66 \pm 4.75$ , and the post test mean was 21.5 and S. D was 5.09 and the 't' value was 5.14 at  $p < 0.001$  levels showing that there is a significant difference between pre and post assessment level of knowledge on school phobia among the parents of primary school children. Conclusions: The study concluded that teaching programme was effective in imparting knowledge on school phobia among parents of primary school children. So that parents have a virtual role in minimizing the school phobia and maximizing the school attendance of their children.

**Keywords:** Effectiveness, Structured Teaching Programme, Knowledge, School Phobia

## 1. Introduction

School is a place for kids to be put together to gain the experience of being around large numbers of their peers and discovering the way to behave properly. That cannot be taught from a book. But School phobia has been found to occur more frequently during major changes in children's lives such as entrance to kindergarten or the changes from elementary to middle school.<sup>1</sup>

School is the place where growing children come to grips with their emotional integration into the larger society- (WHO, 1994). Schools have an unrestricted opportunity to improve the lives of young people. Schools are providing the full support of families and community to provide comprehensive mental health to the children. As the child in their younger years move from the immediate family to the expanding world of peers in elementary school, social interactions take on great importance. School phobia, school avoidance and school refusal are terms that describe an anxiety disorder in children who have an irrational, persistent fear of going to school. School refusal is differentiated from other attendance problems such as truancy and school withdrawal.<sup>2</sup>

The prevalence of school refusal and separation anxiety disorder ranges from 1.3% in individuals aged 14-16 years to 4.1-4.7% in children aged 7-11 years with an average

prevalence rate of 2.4%. School phobia, currently referred to by psychologists as school refusal in its mild form, occurs in only about 5% to 10% of children. Full-blown school phobia is very rare, occurring in only 1% as a form of severe phobia (Murray, 1997).<sup>2</sup>

Health information of India states that one third of the population in India in schoolchildren, out of this 14 % belongs to the age group of 6-10 years having school phobia in which 99.9% are in primary education. In India, children between 5-14 years from about one-fourth of the total population during this part of their lives, children are subjected to rapid physical mental and emotional changes. They need health supervision and guidance.

A study in the US by Burke et al showed that 1.3% of teenagers aged 14-16 years and between 4.1 and 4.7% of children aged 7-11 years suffers from school phobia and that 5% of school-aged children are identified as 'school refusers'.<sup>4</sup> A later study showed that internationally there is a 2.4% overall prevalence rate. The average age for onset of separation anxiety disorder is 7.5 years and for school phobia age 10.3 years.<sup>3</sup>

In India prevalence rate of mental disease among children is 12.5% in 1-16 years old children, 9.4% in 8-12 years old children and 6.3% in 4-11 years old children in community based sample from Bangalore, Kerala and Chandigarh

respectively. Approximately 1-5% of all school-age children are affected by school phobia globally. Increased rates are evident between ages 5 and 6 years when children begin the education process, and again at 10-11 years when students make the transition from elementary to middle school.<sup>4</sup>

Many studies indicated that the main factors associated with school phobia were younger age, male sex, increasing birth order, lower levels of parental education and income, school truancy, and family reasons. Hence most of the parents need to be educated in overcoming school phobia among their children and understand their refusing behavior for attending school. Parents need to identify necessity of home environment modification and have child counseled by psychologist. And parents have to interact with school teachers regarding child behavior and modify school environment to get the child back to school.<sup>5</sup> The objectives of the study were to assess the knowledge and effectiveness of structured teaching program on knowledge regarding school phobia among the parents of primary school children, To find the association between the existing knowledge and social demographic variables of parents.

## 2. Subjects and Methods

A quantitative Quasi experimental one group pretest post-test design was used to assess the effectiveness of structured teaching programme on knowledge of school phobia among parents of primary school children. Data was collected from 50 parents of primary school children by Convenient sampling technique at Dharta village, Udaipur. In study inclusion criteria were 1. The parent who have primary school children. 2. The parent who are willing to participate in the study. 3. The parent who are available at the time of data collection. Demographic was developed to gather personal information of parents of primary school children regarding school phobia. It consisted of 10 items which include age, Sex, Religion, Education, Occupation, Income, Type of family, No. of school children in the family, Educational standard of primary school child, Exposure to knowledge. Section 2 was consists of self structured 35 knowledge items on school phobia and its management and scoring is given for each correct answer, to assess the level of knowledge on School Phobia. The maximum score is 35 and the minimum score is 18. No scoring was allotted for the demographic data. These tools were found reliable. The reliability was done by using Karl-Pearson's Correlation Coefficient method. Correlation was 0.93 and the content of the tool was validated by 7 Nursing experts. The study was approved by the Dissertation Committee, and formal consent from Headmaster upper primary school, Dharta, Udaipur district. Written informed consent was also collected from subjects before proceeding to data collection after explaining the study objectives, their involvement, confidentiality of information, and possible use of findings. The researcher collected the total number of parents having primary school children. Pretest was done by using self administered questionnaire, and based on this level of knowledge teaching programme was imparted. After a week interval post test was done. The data collected have been analyzed using appropriate statistical techniques.

## 3. Results

### Section I: Description of demographic variables of the Parents of primary school children

**Table 1:** Frequency and percentage distribution of demographic variables of the parents of primary school children

S. No.	Demographic Variables	Frequency (No.)	Percentage (%)
1	<b>Age in years</b>		
	20-29 years	29	58
	30-39 years	12	24
	40-49 years	9	18
	50 years and above	-	-
2	<b>Sex</b>		
	Male	7	14
	Female	43	86
3	<b>Religion</b>		
	Hindu	21	42
	Muslim	11	22
	Others	18	36
4	<b>Education</b>		
	6-10 <sup>th</sup> standard	12	24
	PUC	26	52
	Graduation	10	20
	Post graduation	2	4
5	<b>Occupation</b>		
	Govt. employee	2	4
	Private employee	13	26
	Daily wage earner	18	36
	House wives	17	34
6	<b>Income</b>		
	<Rs.5000	39	78
	Rs.5001-10000	8	16
	Rs.10001-15000	3	6
	> Rs.15000	-	-
7	<b>Type of family</b>		
	Nuclear family	35	70
	Joint family	13	26
	Single parent family	2	4
8	<b>No. of school children in the family</b>		
	One	14	28
	Two	21	42
	Three	9	18
	More than three	6	12
9	<b>Educational standard of primary school child</b>		
	I Standard	12	24
	II standard	24	48
	III standard	11	22
	IV standard	3	6
	V Standard	-	-
10	<b>Exposure to knowledge</b>		
	Yes	3	6
	No	47	94

### Section II: Assessment of level of knowledge regarding school phobia among parents of primary school children before and intervention.

**Table 2:** Categories wise overall pre test and post test assessment level of knowledge regarding school phobia among parents of primary school children before and intervention based on total score

Knowledge Level	Pre Test		Post Test	
	(f)	%	(f)	%
Poor (<50%)	29	58%	9	18%
Average (50-75%)	21	42%	30	60%
Good (>75%)	-	-	11	22%

Table no 2 reveals that among parents of primary school children 50, most of them 29 (58%) had poor knowledge, 21 (42%) had average knowledge, no one had good knowledge in pre test and 11 (22%) had good knowledge, 30 (60%) had average knowledge, 9 (18%) had poor knowledge in post-test.

It was inferred that, most of the parents had poor and average knowledge in pretest while most of the parents had average knowledge in post-test.

### Section III: Assessment of effectiveness of structured teaching program on level of knowledge regarding school phobia among parents of primary school children.

**Table 3:** Effectiveness of structured teaching program among parents of primary school children in the pre test and posttest, n=50

Level of knowledge	Mean	S. D	Mean difference	t value
Pretest	16.66	4.75	4.84	t'=5.14
Post test	21.5	5.09		

\*\*\*p<0.001, S-Significant

Table 3 reveals that the mean score between pre and post assessment level of knowledge on school phobia among the parents of primary school children. Pre test mean was 16.66 and S. D was 4.75, and the post test mean was 21.5 and S. D was 5.09 and the 't' value was 5.14 at p<0.001 levels showing that there is a significant difference between pre and post assessment level of knowledge on school phobia among the parents of primary school children. Teaching programme was effective in imparting knowledge on school phobia among parents of primary school children. Since there is a significant difference between pretest and post test level of knowledge on school phobia, null hypothesis H<sub>0</sub> was rejected.

### Section IV: Association of post assessment level of knowledge regarding school phobia among parents of primary school children with their demographic variables.

**Table 5:** Distribution of association of post assessment level of knowledge regarding school phobia among parents of primary school children with their demographic variables

Demographic Variables	<50%		50-75%		>75%		Chi-Square Value
	f	%	f	%	f	%	
<b>Age in years</b>							$\chi^2 = 33.71$ d. f = 2 S***
20-29 years	2	4%	17	34%	10	20%	
30-39 years	5	10%	6	12%	1	2%	
40-49 years	2	4%	7	14%	0	-	
50 years and above	-	-	-	-	-	-	
<b>Sex</b>							$\chi^2 = 1.5377$ d. f = 1 N. S
Male	1	2%	2	4%	-	-	
Female	8	16%	28	56%	11	22%	
<b>Religion</b>							$\chi^2 = 0.93$ d. f = 2 N. S
Hindu	6	18%	12	24%	3	6%	
Muslim	2	4%	8	16%	1	2%	
Others	1	2%	10	20%	7	14%	
<b>Education</b>							$\chi^2 = 25.273$ d. f = 3 S*
6-10 <sup>th</sup> standard	7	14%	5	10%	-	-	
PUC	1	2%	19	38%	6	12%	
Graduation	1	2%	5	10%	4	8%	
Post graduation	-	-	1	2%	1	2%	
<b>Occupation</b>							$\chi^2 = 25.273$ d. f = 3 S*
Govt employee	-	-	2	4%	-	-	
Private employee	2	4%	5	10%	6	12%	
Daily wage earner	6	12%	18	36%	2	4%	
Others	1	2%	13	26%	3	6%	
<b>Income</b>							$\chi^2 = 24.5$ d. f = 2 S***
<Rs.5000	7	14%	27	54%	5	10%	
Rs.5001-10000	1	2%	3	6%	4	8%	
Rs.10001-15000	1	2%	-	-	2	4%	
> Rs.15000	-	-	-	-	-	-	
<b>Type of family</b>							$\chi^2 = 23.047$ d. f = 2 S*
Nuclear family	4	8%	24	48%	7	14%	
Joint family	5	10%	6	12%	2	4%	
Joint family	-	-	-	-	2	4%	
<b>No. of school children in the Family</b>							$\chi^2 = 10.975$ d. f = 3 N. S
One	2	4%	8	16%	4	8%	
Two	3	6%	13	26%	5	10%	

Three	3	6%	4	8%	2	4%	$\chi^2= 14.973$ d. f = 3 N. S
More than three	1	2%	5	10%	-	-	
Educational standard of primary school child							
I Standard	3	6%	8	16%	1	2%	
II standard	4	8%	16	32%	4	8%	
III standard	1	2%	4	8%	6	12%	
IV standard	1	2%	2	4%	-	8%	$\chi^2 = 15.869$ d. f = 1 S***
V Standard	-	-	-	-	-		
Exposure to knowledge							
Yes	-	-	1	2%	2	4%	
No	9	18%	29	58%	9	18%	

Table-5 reveals that the demographic variables age, income and exposure to knowledge, had statistically high significant association with level of knowledge at  $p < 0.001$ , education, occupation and type of family had significant association with level of knowledge at  $p < 0.05$ , and the other demographic variables had no association with level of knowledge.

## 4. Discussion

This study was formulated to assess the effectiveness of structured Teaching program on knowledge regarding school phobia among the parents of primary school children in selected rural area of Udaipur District.

The result of the present study showed that the Out of 50 samples, 21 (42%) had poor knowledge and 29 (58%) had average knowledge regarding school phobia.

The first objective was to assess the level of knowledge regarding school phobia among parents of primary school children before and intervention. most of them 29 (58%) had poor knowledge, 21 (42%) had average knowledge, no one had good knowledge in pre test and 11 (22%) had good knowledge, 30 (60%) had average knowledge, 9 (18%) had poor knowledge in post-test.

The present study findings were supported by a study to assess the effectiveness of structured teaching programme on knowledge regarding school refusal in children and its management among mothers of children attending selected schools of bagalkot. The study reveals that the percentage wise distribution of mothers according to their knowledge level in pretest revealed that 62% mothers had poor knowledge, 22% were with very poor, 14% Average and only 2% with good knowledge.<sup>6</sup>

The second objective was to assess the effectiveness of structured teaching program on level of knowledge regarding school phobia among parents of primary school children. Pre test mean was 16.66 and S. D was 4.75, and the post test mean was 21.5 and S. D was 5.09 and the 't' value was 5.14 at  $p < 0.001$  levels showing that there is a significant difference between pre and post assessment level of knowledge The present study findings were supported by a study to assess the effectiveness of planned teaching program on knowledge regarding school phobia among primary school teachers at selected primary schools of Gujarat state. Total 60 samples were selected from the selected primary schools of Gujarat state through Non-Probability Convenient Sampling Technique. The study

reveals that the pre-test mean score was 11.82 and post-test score was 14.22.7

The third objective was to find an association of post assessment level of knowledge regarding school phobia among parents of primary school children with their demographic variables. In this study the demographic variables age, income and exposure to knowledge, had statistically high significant association with level of knowledge at  $p < 0.001$ , education, occupation and type of family had significant association with level of knowledge at  $p < 0.05$ , and the other demographic variables had no association with level of knowledge. Similar findings also reported in studies which reported association with demographic variables i.e., Gender, educational status, Economic status, Year of experience and working period.

## 5. Conclusions

Early identification and treatment of school phobia is essential to reducing the risk of later problems. Preadolescents with acute school phobia who are identified and treated quickly and successfully should sustain no lasting educational or psychological deficits. The purpose of the study is to inform parents, the nature and dangers of school phobia, and to provide information concerning how to identify and quickly find help for these children. The quality of a child's life (indeed, the child's life itself) may depend on your understanding of this disorder. The study showed that structured teaching programme invented by the researcher was effective to increase the knowledge regarding school phobia among parents of primary school children. So health care provider should provide health education and information to improve their knowledge regarding school phobia among parents of primary school.

(Ho) is rejected and alternative hypothesis (H1) is accepted that structured teaching programme on knowledge regarding school phobia among parents of primary school children was effective.

## 6. Recommendations

- A similar study can be conducted on a large sample size.
- A similar study can be conducted by using true experimental research design.
- Comparative study can be conducted to evaluate the knowledge on school phobia among urban and rural parents.

- A similar study can be conducted among the teachers.
- A similar study can be conducted among the health professionals.

## 7. Limitations

- The investigator found difficult to gather the samples to impart the teaching programme because of lack of time for the parents.
- Review of literature contains few Indian studies related to school phobia.

## Financial Support and Sponsorship

Nil.

## Conflicts of Interest

There are no conflicts of interest.

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