

# Study to Evaluate the Effectiveness of Structured Teaching Programme on Knowledge of Primary School Teachers Regarding Identification of Behavioral Related Emotional Problems among Children between Six to Ten Years in Selected Primary Schools at Bangalore

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**Abstract:** *Background of the study:* During the past few decades dramatic change has been taking place in health care. As a result of the reawaking and change there is awareness that the health is fundamental right of every individual. An optimum level of health is essential to fulfillment of human needs and to an improved quality of life, Hence it is to be attained by all. Mental health problems such as suicide, depression, stresses, and other related disorders affect large number of young people children and adolescence with emotional problems exhibit their impairments in varieties of ways. They may fail academically, and become antisocial, and may have poor self image. These problems can be prevented if young people's abilities of coping with stress were enhanced, and steps can be taken to identify and respond to the early signs and symptoms of mental health problems. Therefore we need to evoke a comprehensive system of our young children in our schools.<sup>4</sup> So it is obvious that the teachers have an immense impact in young children mental health. They enjoy a very important position in the formation of healthy mind in them, so a training program for school personnel regarding mental health problems of children can be evolved and implemented such training could build commitment, understanding skills and attitudes that enable teachers to use curriculum effectively and confidently. Teachers who have undergone such a training programme will be effective resource person who can actively contribute to the promotion of mental health of school children.<sup>5</sup> As the teachers spend most of their time with children in schools they are in better position to identify the behavioral problems of children, and are dynamic agents next to parents in their formative period. As a part of this input teachers have to be given adequate orientation in early diagnosis of the common mental health problems of children. Thus they will be a dynamic force, instrumental and indispensable to mental health team for promoting mental health and preventing mental disease, this can play a major role in the treatment and rehabilitation of the emotionally disturbed children.<sup>5</sup> **Objectives:** 1) To assess the knowledge of Primary School Teachers on identification of behavioral related emotional problems among children between 6 to 10 years of age. 2) To administer the Self instructional module on identification of behavioral related emotional problems among children between 6 to 10 years of age. 3) To evaluate the effectiveness of Self instructional module on identification of behavioral related emotional problems among children between 6 to 10 years of age. 4) To associate the post test knowledge of Primary School Teachers with selected socio demographic variables. **Methods:** An evaluative research approach with pre experimental one group pre-test post-test design was used to evaluate the effectiveness of the STP. The study was conducted in Primary schools at Bangalore. Convenient sampling technique was used to select the samples. The tool used for the data collection was structured questionnaire schedule which comprised of 9 items on demographic data, 36 items on knowledge regarding Identification of Behavioral Related Emotional Problems. The pre test was administered to 60 primary school teachers followed by STP. After seven days, post test was conducted using the same tool. The conceptual frame work adopted for the study was based on Dorothy Johnson's open system theory. Data gathered was analyzed using descriptive and inferential statistics in terms of frequency, percentage, mean, standard deviation, paired 't' test, student 't' test and chi-square test. **Interpretation and Conclusion:** The major findings of the study were: a) Majority (42%) of teachers were in the age group of 35-45 years. b) Majorities (56%) of teachers were females, and 44% were males. c) 64% of teachers have degree with teachers training course. 36% of teachers have pre-university course and teachers training course. d) 36% of the teachers in the income group of 2500 to 3500, and 20% of them in the group of 2500-3500, 32% of 5500 & above income, and 12% of them have 4500-5500 income. e) Majority (76%) of the teachers were Hindus. f) Highest number (72%) of the teachers was from nuclear family. g) 56% of teachers option for P. U. C Science, 46% of arts option in P. U. C. h) Majority (36%) of the teachers have 15 to 20 years of teaching experience. i) Overall knowledge score was in post test 28.1 higher than the pre test about 17.08 knowledge score. j) The difference in pre test and post test scores of knowledge and patterns revealed the effectiveness of structured teaching programme in all aspects and it was highly significant as observed between pre test and post test means scores. k) Overall observations showed that structured teaching programme on knowledge of identification of behavioral related emotional problems were effective. The "t" test was computed between pre test and post test knowledge scores, indicates the actual gain in knowledge. Hence it was concluded that structured teaching programme was effective as teaching method to improve the knowledge. Hence it was concluded that structured teaching programme was effective.

**Keywords:** Behavioural related emotional problems, primary school teachers, six to ten years of age children's, knowledge and structured teaching programme.

## 1. Introduction

Today's children are tomorrow's responsible citizens of the world. There is a great to emphasize on children these days

because of the recognition that a very substantial proportion of the world's population, 35-45% constitute young children. The future of our country depends on positive mental health of our young people. However, nearly one in five children

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and adolescents has emotional and behavioural disorders at some point of time in their young lives, regardless of their geographic region or socio-economic status<sup>1</sup>. Recent evidence by WHO indicates that by 2020 childhood neuropsychiatric disorders will rise proportionately by over 50%, and would be the fifth most common cause of morbidity, mortality and disability among children. Epidemiologically estimates suggests that approximately 14-20% of all children from birth to 18 years of age have some type of psychiatric disorders and about 3% to 5% have serious disorders<sup>2</sup>. According to Ramesh p Adhikari 2015 the result suggest that addictive behavior not paying attention to studies getting angry over small issues fighting back disobedience and stealing were the most commonly identified behavioural related problems of children with these problem seen as interrelated and interdependent result indicates that community members view the family the strategies reported by parents and teachers to manage child behavioural problems were talking listening consoling advising and physical punishment conduct or behavioural problems related to repeated violation of others rights aggressiveness hyperkinetic impulsive behavior and missing classes or running away from school A study conducted in five developing countries suggest that 10.5% of 20.8% of children in Brazil 11.7-13.7% of school age children in Sri Lanka 34-36% of children in Pakistan and 30% of children in India 12% suffer conduct or behavioural problems school related behavioral problems induced dropping out irregular in school attendance lack of interest in school work and education not completing home work skipping class always failing in exam roaming around during school hours being more interested in playing than studying and always watching television instead of studying the addiction related problems included smoking cigarette drinking alcohol and using drugs antisocial behavior identified were wandering around the neighborhood aimlessly stealing speaking rudely threatening others not listening to others and becoming aggressive without reason<sup>3</sup>. The most commonly reported child behavioural problems in the study area were addictive behavior neglecting schoolwork getting over small issue fighting disobedience and stealing the children family school and community environment were seen responsible for the increase or decrease of these problems children with supportive parents and family environments were thought to exhibit fewer behavior related problems that children with unsupportive parents and difficult family circumstances respondents reported that society had negative attitudes towards children with behavioural problems<sup>4</sup>. Teachers have difficulties managing children's behavioral problems Teachers reported under listening talking and counseling as a first option to deal with child behavioural problems, An understanding of the emotional development of children is essential, Different components of a healthy personality develop at various periods in the process of growing. As the child passes from infancy to toddler stage, he uses his increasing ability to help himself and to develop his sense of autonomy. The preschool child watches adults and attempt to imitate their behaviour. He develops a sense of initiative controlled by conscience between the age of six and thirteen years the child develops a sense of industry and a desire to engage in task in the real world<sup>5</sup>. In common usage today, "behavioural disorder" is usually attributed to less severely

disturbed students whereas "emotionally disturbed" is reserved for the most seriously impaired. Behaviour is simple verbal and non-verbal communication. It is the conduct, actions and words that children employ as a signal, with which they express their thoughts, feelings, need and impulses. It is judged as to whether it meets social, cultural, and developmental and age appropriate standards. Behaviour can be positive or negative, impulsive or planned, predictable or unpredictable, consistent or inconsistent and it can elicit a wide range of positive or negative responses from others.<sup>6</sup> All children have moments when they are disobedient or refuse to follow rules. There may be conscious when quite a few children will get into tempers and become aggressive or destructive in ways that are inappropriate for their age. A child may steal and lie in a shy way often, quietly which suggested, severe behaviour problems. This affects the child's development of life. The picture usually goes beyond antisocial behaviour to include an inability to make solid friendship and failure to get qualification at schools. Typically, other children reject them because they are rude and unable to take part in activities without getting aggressive.<sup>7</sup>

## 2. Methodology

The methodology of a research study is defined "as the way the pertinent information is gathered in order to answer the research question or analyses the research problem. It enables the research to project a blue print of the research undertaken" "research methodology involves a systematic procedure by which the researcher starts from the initial identification of the problem to its final conclusion."<sup>34</sup> The present study is conducted to assess the Effectiveness of Structured Teaching Programme on Knowledge of Primary School Teachers Regarding Identification of Behavioral Related Emotional Problems among Children between 6 to 10 Years of Age in Selected Primary Schools at Bangalore."

This chapter deals with brief description of different steps undertaken by the Investigator for the study. It involves research approach, setting of the study, population, sample and sampling technique, selection of tool, development and description of the tool, content validity, ethical consideration, reliability, pilot study, data collection procedure and plan for data analysis.

### Research Approach

The research approach is the most essential part of any research. The entire study is based on it. The appropriate choice of the research approach depends on the purpose of the research study that is undertaken. "approach to research is an umbrella which covers the basis procedure for conducting research".<sup>35</sup> The researcher found that experimental approach is best suited, as it is a scientific investigation in which observations are made, data are collected according to a set of well-defined criteria and studies observable changes that taken place under controlled conditions.

### Research Design

"The plan or organization of a scientific investigation." Research design helps the researcher in selection of subject, manipulation of experimental variable, procedure of data

collection and the type of statistical analysis to be used to interpret the data. It is a powerful design for testing a hypothesis of casual relationship among variables. Design have the ability to introduce random exposure into data collection procedure in order to generalize the study findings.<sup>34</sup> Experimental type of one group pretest and post-test design is chosen for conducting the study, where there is no randomization and control group. In this design all the subjects will be given a pretest then post-test will be given, after they receive an experimental treatment.

### 3. Results

This chapter deals with the analysis and interpretation of data collected to evaluate the effectiveness of Structured Teaching Programme on behavioral related emotional problems among school children's. The purpose of this analysis is to reduce the data to manageable and interpretable form so that the research problem can be studied and tested. Kerlinger 1976 has defined analysis as categorizing and ordering manipulating and summarizing of data to obtain assumptions to research hypothesis questions. The analysis and interpretation of data of this study are based on data collected through structured interview schedule on primary school teachers (N=60). The results were computed using descriptive and inferential statistic based on the objectives of the study.

- To assess the knowledge of primary school teachers on identification of emotional problems among children between 6 to 10 years of age.
- To administer the Structured Teaching Programme on identification of emotional problems among children between 6 to 10 years of age to primary school teachers.
- To evaluate the effectiveness of Structured Teaching Programme on the knowledge of primary school teachers regarding identification of emotional problems among the children between 6 to 10 years of age.
- To associate the posttest knowledge of primary school teachers with selected demographic variables.

### 4. Presentation of Data

To begin with, the data was entered in the master sheet for tabulation and statistical processing. In order to find the relation the data was tabulated, analyzed using descriptive and inferential statistics. The data was presented under the following heading.

**Section I:** Demographic characteristics of study subjects which consists of 9 items.

**Section II:** Finding related to pretest and posttest knowledge scores of primary school teachers regarding behavioral related emotional problems of school children.

**Section III:** Comparison of Pre and Posttest knowledge scores among Primary teachers and assessment of effectiveness of Structured Teaching Programme

**Section IV:** Analysis of association between socio demographic variables on posttest knowledge of primary

school teachers regarding behavioral related emotional problems of school children.

### 5. Discussion

This present study was done to evaluate the effectiveness of structured teaching programme on knowledge of primary school teachers regarding identification of behavioral related emotional problems among school children between 6 to 10 years of age at selected primary schools at Bangalore.

The interview schedule was used to collect data a one group pretest posttest design, was used to assess the knowledge of primary school teachers regarding behavioral related emotional problems among school children structured teaching programme was implemented to find out the effectiveness. The investigator utilized the non-probability convenient sampling technique.

The study was conducted over a period of 4 weeks from 30.01.2018 to 28.02.2018 at Silver Spring international school, Bangalore.

A structured interview schedule was used to collect data and of primary school teachers regarding identification of behavioral related emotional problems among school children.

The findings are discussed under the following subheadings.

- Assess the knowledge of primary school teachers regarding identification of behavioral related emotional problems among school children.
- Assess the effectiveness of structured teaching programme on knowledge of primary school teachers regarding identification of behavioral related emotional problems among school children.
- Association between post test levels of knowledge of primary school teachers regarding identification of behavioral related emotional problems among school children with socio-demographic variables.

The following conclusions were drawn on the based on demographic characteristics of study subjects (N=60)

- Majority 25 (42%) of teachers were in the age group of 35-45 years.
- Majorities 33 (56%) of teachers were females, and 27 (44%) were males.
- 38 (64%) of teachers have degree with teachers training course. 22 (36%) of teachers have pre-university course and teachers training course.
- 22 (36%) of the teachers in the income group of 2500 to 3500, and 12 (20%) of them in the group of 2500-3500, 19 (32%) of 5500 & above income, and 07 (12%) of them have 4500-5500 income.
- Majority 46 (76%) of the teachers were Hindus, 9 (16%) were Christians, 05 (8%) were Muslims.
- Highest number 43 (72%) of the teachers was from nuclear family and remaining 17 (28%) were from joint family.

- Majority 45 (74%) of the teachers were married, 7 (12%) were unmarried and 8 (14%) were widow/widower.
- 32 (54%) of teachers option for P. U. C Science, 28 (46%) of arts option in P. U. C
- Majority 22 (36%) of the teachers have 15 to 20 years of teaching experience, 14 (23%) were having 5 to 10 years of teaching experience, 14 (23%) were having 10 to 15 years of experience and remaining 10 (17%) were having 0 to 5 years of teaching experience.

A. Assess the knowledge of primary school teachers regarding identification of behavior related emotional problems among school children.

Findings based on the analysis of Overall Pretest and posttest knowledge scores of primary school teachers,

It has been found 56 (93.3%) had got inadequate knowledge (< 50%), 4 (6.7%) had moderate knowledge (50%-75%) and no one got adequate knowledge (>75%). In Posttest 20 (33.3%) had moderate knowledge, 40 (66.7%) got adequate knowledge and none of them had inadequate knowledge

Findings based on the analysis of the aspect wise Pretest and posttest knowledge scores of primary teachers.

Regarding the Characteristics and development tasks and skills of school age children, 49 (81.7%) got inadequate knowledge, 11 (18.3 %) got moderate knowledge and none of them had got adequate knowledge.

With regard to Attention deficit hyperactivity disorder and common causes of emotional problems., 54 (90%) had inadequate knowledge, 6 (10%) had moderate knowledge and none of them had adequate knowledge in Pretest, When considering the knowledge on Conduct, anxiety, and somatic disorder., 41 (68.3%) got inadequate knowledge, 19 (31.7%) had moderate knowledge and no one got adequate knowledge in the pretest.

With regard to the pretest scores on Speech and learning problems.57 (95%) got inadequate knowledge, 3 (5%) had moderate knowledge and no one got adequate knowledge.

Findings based on the aspect wise posttest knowledge scores of primary teachers. Regarding the Characteristics and development tasks and skills of school age children, in Posttest 22 (36.7 %) had moderate knowledge and 38 (63.3%) had adequate knowledge.

With regard to, Attention deficit hyperactivity disorder and common causes of emotional problems, 21 (35 %) had moderate knowledge and 39 (65 %) got adequate knowledge.

When considering the knowledge on Conduct, anxiety, and somatic disorder, In Posttest 14 (23.3 %) got moderate knowledge and 46 (76.7%) got adequate knowledge.

With regard to the pretest scores on Speech and learning problems In Posttest, 25 (41.7 %) had moderate knowledge and 35 (58.3 %) got adequate knowledge.

B. Assess the effectiveness of structured teaching programme on knowledge of primary school teachers regarding identification of behavioral related emotional problems among school children.

Findings related to the aspect wise pretest and posttest mean percentage of primary teachers.

With regard to the Characteristics and development tasks and skills of school age children, the Mean percentages are 67.33 and 86.11 respectively

When considering Attention deficit hyperactivity disorder and common causes of emotional problems, the Pre and Posttest Mean percentages are 37 and 74.44 respectively.

Regarding the knowledge on Conduct, anxiety, and somatic disorder, the pretest and posttest mean percentages are 45 and 83.17 respectively.

The pretest and posttest mean percentages with regard to Speech and learning problems are 33 and 79.17 respectively.

When considering the overall knowledge scores, the Pre and Posttest Mean percentages are 45.58 and 80.72 respectively.

Findings related to the mean, standard deviation, mean difference and paired 't' values on knowledge scores regarding knowledge of school teachers.

The obtained post-test mean value was 28.1 which were higher than the pre-test value of about 17.08. The mean difference between pre-test and post-test was 11.02 and the obtained paired 't' value was 21.67 which was highly significant at (P<0.001). It was inferred that, there was significant increase in knowledge levels among primary school teachers regarding behavioral related emotional problems after the administration of structured teaching programme.

C. Association between pretest and posttest level of knowledge of primary school teachers regarding identification of behavioral related emotional problems among school children with socio-demographic variable.

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