

A Pre-experimental Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge regarding Behavioral Problems of Children among Teachers in Selected Primary Schools of Sri Ganganagar, Rajasthan

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Abstract

Introduction : Each child is a unique person, a person whose future affected for better or worse by the influences that mould his or her life during the early years. Children can be lovable one minute, and thoroughly disagreeable the next. They can be the source of immense joy but the cause of the much frustration and irritation, they can make enormous demands on their parents but equally they can give you unconditional love and an immeasurable sense of importance.

Materials & Methods : - The Pre experimental one group pre-test and post-test design was used Data was collected from primary school teachers age between 20-60 years from selected school sampled through simple convenient sampling technique Questionnaire and socio demographic methods are used

Result :- In the present study the pretest, almost all 47 (78.33%) had inadequate knowledge regarding selected behavioural problems of primary school children, 11 (18.33%) had Moderately Adequate Knowledge regarding selected behavioural problems of primary school children, and 02 (03.33%) had Adequate Knowledge regarding selected behavioural problems of primary school children, whereas in the post test after imparting structured teaching programme majority 54 (90.00%) had adequate knowledge and 06 (10.00%) had moderately adequate knowledge regarding selected behavioural problems of primary school children among primary school teachers. In this study pre-test, the mean score of knowledge was 13.62 with S.D 4.29 and S.E. 0.55 whereas in the post test the mean score of knowledge was 33.73 with S. D 3.01 and S.E. 0.38. The mean difference score was 20.11. The calculated paired 't' value of $t = 27.40$ was found to be statistically significant at $P < 2.0000$ level. This clearly shows that the structured teaching programme on knowledge regarding selected behavioural problems of primary school children among primary school teachers had significant improvement in their level of knowledge in the post test. Demographic variables had shown statistically Not significant association with pre-test level of knowledge regarding selected behavioural problems of primary school children among primary school teachers.

Conclusion : -The present study shows that majority 54 (90.00%) of primary school teachers had adequate knowledge and 6 (10.00%) of primary school teachers had moderately adequate knowledge. This shows that the structured teaching programme on selected behavioural problems of primary school children was effective.

Keywords: - primary school teachers, behavioral problems, effectiveness

Introduction

"Children are gifts from God, Disabled or not! Is something every parent needs to hear"

Renee C. Berrymann

Today's children are tomorrow's responsible citizens of the world. There was 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 and adolescents have emotional and behavioural disorders at some point of time in their young lives, regardless of their geographic region or socio-economic status. Recent evidence by WHO indicates that by 2020 childhood neuropsychiatric disorders was rise proportionately by over 50%, and would be the fifth most common cause of morbidity, mortality and disability among children. According

to Ramesh p Adhikari 2015 the result suggest that addictive behavior not paying attention to studies getting angry over small issues fighting back dis obedience and stealing was 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 random problems was talking listening consoling advising and physical punishment conduction, behavioural problems related to repeated violation of others rights aggeressiveness hyperkinetic impulsive behavior and missing classes or running away from school.

Objectives of Study :

1. To assess the pre-test level of knowledge of teachers regarding behavioural problems in children among teachers in selected primary school.
2. To develop and administer structured teaching programme regarding behavioural problems.
3. To assess the post-test level of knowledge of teachers regarding behavioural problems of children among teachers in selected primary school.
4. To compare the pre-test and post-test knowledge score of teachers regarding behavioural problems of children among teachers in selected primary school.
5. To assess the effectiveness of structured teaching programme regarding behavioural problems of children.
6. To determine the association of pre-test knowledge score of teachers regarding behavioural problems with selected socio demographic variables.

Methodology

The design was pre-experimental one group pre-test and post-test design. The study population consist of primary school teachers total 60 sample were taken with a convenient sampling technique. for collection of data, a structured teaching programme was developed to assess the knowledge regarding behavioral problems of children among teachers in selected primary schools of sri ganganagar, Rajasthan.

Section-A : Description of the Demographic Variables of Primary School Teachers.

Table-1: Frequency and percentage distribution of demographic variables of primary school teachers.

S. No.	Demographic Variables	Frequency	Percentage
1	Age		
	20-30 Years	23	38.33 %
	31-40 Years	20	33.33 %
	41-50 Years	17	28.33 %
2	Sex		
	Male	15	25.00 %
	Female	45	75.00 %
3	Education Status		
	B.Ed.	27	45.00 %
	D.Ed.	14	23.33 %
	M.Ed.	19	31.67 %
4	Marital Status		
	Unmarried	14	23.33 %
	Married	39	65.00 %
	Separate	07	11.67 %
5	Monthly Income		
	5,000-10,000/-	09	15.00 %
	10,000-15,000/-	25	41.67 %
	15,000-20,000/-	18	30.00 %
	Above 20,000/-	08	13.33 %
6	Types of Family		
	Nuclear	20	33.33 %
	Joint	29	48.33 %
	Extended	11	18.33 %
7	Living Area		
	Rural	32	53.33 %
	Urban	20	33.33 %
	Metropolitan	08	13.33%

Section-B: Assessment of pretest and post-test level of knowledge regarding selected behavioural problems of primary school children among primary school teachers.

N=60

Table-2: Frequency and percentage distribution of pretest and post-test level of knowledge regarding selected behavioural problems of primary school children among primary school teachers

Knowledge	Inadequate (< 50%)		Moderately Adequate (51-75%)		Adequate (>75%)	
	No.	%	No.	%	No.	%
Pre-Test	47	78.33%	11	18.33%	02	03.33%
Post-Test	00	00.00%	06	10.00%	54	90.00%

The table 02 shows that in the pretest, almost all 47 (78.33%) had inadequate knowledge regarding selected behavioural problems of primary school children, 11 (18.33%) had Moderately Adequate Knowledge regarding selected behavioural problems of primary school children, and 02 (03.33%) had Adequate Knowledge regarding selected behavioural problems of primary school children, whereas in the post test after imparting structured teaching programme majority 54 (90.00%) had adequate knowledge and 06 (10.00%) had moderately adequate knowledge regarding selected behavioural problems of primary school children among primary school teachers.

Section-C: Effectiveness of structured teaching programme on knowledge regarding selected behavioural problems of primary school children among primary school teachers.

Table : 3 Comparison of pretest and post-test knowledge scores regarding selected behavioural problems of primary school children among primary school teachers.

N=60

Knowledge	Mean	S.D	S.E.	Mean Difference	Degree of Freedom	Paired 't' Value
Pre Test	13.62	4.29	0.55	20.11	Df= 59	t = 27.40**** p =2.00***** Significantly Effective
Post Test	33.73	3.01	0.38			

*****p<2.000, S- Significant Effective** The table 5.3 shows that in the pretest, the mean score of knowledge was 13.62 with S.D 4.29 and S.E. 0.55 whereas in the post test the mean score of knowledge was 33.73 with S. D 3.01 and S.E. 0.38. The mean difference score was 20.11. The calculated paired 't' value of t = 27.40 was found to be statistically significant at P <2.0000 level. This clearly shows that the structured teaching programme on knowledge regarding selected behavioural problems of primary school children among primary school teachers had significant improvement in their level of knowledge in the post test.

Section D: Association of post-test level of knowledge regarding selected behavioural problems of primary school children among primary school teachers with selected demographic variables.

Table-4: Association of pre-test level of knowledge regarding selected behavioural problems of primary school children among primary school teachers with their selected demographic variables.

S.No.	Demographic Variables	Chi-Square Value	Degree of Freedom	Tabulated Value	Level of Significance
1	Age	1.34399	4	9.488	Not Significance
2	Sex	4.9078	2	5.991	Not Significance
3	Education Status	5.2841	4	9.488	Not Significance
4	Marital Status	5.5098	4	9.488	Not Significance
5	Monthly Income	1.2087	6	12.592	Not Significance
6	Types of Family	0.8421	4	9.488	Not Significance
7.	Area of Living	3.8741	4	9.488	Not Significance

The table 4 shows that the demographic variables had shown statistically Not significant association with pre-test level of knowledge regarding selected behavioural problems of primary school children among primary school teachers.

Conclusion

The present study shows that majority 54 (90.00%) of primary school teachers had adequate knowledge and 6 (10.00%) of primary school teachers had moderately adequate knowledge. This shows that the structured teaching programme on selected behavioural problems of primary school children was effective.

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