Research Article

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING COMMON BEHAVIORAL PROBLEMS OF SCHOOL CHILDREN AMONG PRIMARY SCHOOL TEACHERS WORKING IN SELECTED SCHOOLS OF VALSAD DISTRICT

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ABSTRACT

Background: Global prevalence of children psychiatric problem was 20 % & in India 12.5 %.
Objectives: To assess the knowledge and compare the score regarding Common Behavioral Problems of school children among primary school teachers and to find out the association with demographic variable.
Methods: Pre-experimental one group pre-test post-test design was adopted and the sample size 60.
Results: In this study pre-test, majority 43 (71%) teachers had average knowledge, whereas in the post-test 42 (70%) teachers had good knowledge. The pre-test mean of 20± 3.3 and in post-test mean 28 ±3 with "t value at df59= 3.46 which was highly significant at $p \leq 0.001$.This study reveals that the post test mean was higher than pre test mean score which showed the effectiveness of Structured Teaching Programme.
Conclusion: Structure teaching program is effective tools to improve the knowledge.

INTRODUCTION

In India, the total number of children in the age group 0-6 years as per the (population totals of Census, 2011) is 158.8 million, which is 13.12% of the total population.

The school is an institution in society specifically designed as the formal instrument for educating children. School is a place where children spend the largest portion of their time outside the home. Schools should offer a safe and respectful learning environment for everyone.

Children constitute 10-12 % from age group of <18 years with behaviour problems and Global prevalence of Children psychiatric problem was 20 % (International Journal of Mental Health Systems, 2010).

Objectives

1. To assess the knowledge of primary school teachers regarding CBP of School Children before & after STP.
2. To compare the Pre test & Post test Knowledge of primary school Teachers regarding CBP of School Children.
3. To find the association of knowledge regarding CBP of School Children among primary school Teachers with selected demographic variables.

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Hypothesis

H1: There will be a significant difference in the mean knowledge of primary school teachers regarding CBP of School Children before and after administration of STP at the level of $p \leq 0.05$.

H2: There will be a significant association between knowledge of primary school teachers regarding CBP with selected demographic variables at the level of $p \leq 0.05$.

METHODS

Research Approach: Quantitative.

Research Design: A One group pre- test - post -test design Pre- Experimental.

Study Setting: Two selected primary schools.

Target Population: Primary School Teachers

Sample: 60 primary school teachers.

Sampling technique: Non-probability convenience.

Development of tool for data collection: The MCQ tool consists of two parts Part A: It is designed to obtain general information of the respondents and it consists of six items related to the demographic variables. Part B: It consists of thirty items regarding knowledge of primary school teachers regarding the knowledge on selected CBP of children.

Validity of instrument: The MCQ tool and STP were given to 13 experts.

Reliability: The tool was administered to 6 samples selected as per the set criteria. The scores were calculated. The reliability was established by using split half method.

Data collection procedure: A formal permission was obtained from the two selected schools of Valsad district. Data was collected from 26th March to 11th April 2016. After identifying the samples consent for the participation in the study was taken from the selected group. The investigator herself administered the questionnaire for the pre-test.

Analysis of data: Both descriptive and inferential statistics analyzed. The knowledge of primary school teachers regarding selected CBP of children assessed before and after the administration of STP would be calculated using frequency, mean and SD and inferential statistics used to analyze Paired 't' test.

RESULTS

The data analysis is planned to include descriptive and inferential statistics.

Section I: Description of the demographic variables.
Section II: Analysis Knowledge of Primary School teachers.
Section III: Analysis of effectiveness of STP regarding selected CBP.
Section IV: Association between the knowledge of primary school teachers with selected demographic variables.

Section I

Table 1 Description of the Demographic Variables of Primary School Teachers

Sr. No.	Variable	Frequency (f)	Percentage
1.	Age of the Teacher		
	a. ≤25 year	19	32
	b. 26-35 year	17	28
	c. >35 year	24	40
2.	Gender of the Teacher		
	a. Male	14	23
	b. Female	46	77
3.	Qualification of the Teacher		
	a. Graduation	26	43
	b. Post graduation	21	35
	c. Other	13	22
4.	Year of teaching experience of the teacher in primary school.		
	a. ≤ 5 year	9	15
	b. 6-10 year	15	25
	c. 11-15 year	18	30
	d. >15 year	18	30
5.	Dealt with Behavioural Problems.		
	a. Yes	29	48
	b. No	31	52
6.	Previous knowledge of Behavioural Problems.		
	a. Training		
	b. Seminar/Conference/Workshop	8	13
		3	5
	c. Other/ Specify	0	0
	d. No where	49	82

Table no. 1 the result showed that Distribution of respondents in relation to age in year the majority of participants 24 (40 %) were in the Age group of >35 year; 46 (77 %) participants were Female respondents; 26 (43 %) were Graduate; Majority 18 (30 %) had 11-15 years and >15 years teaching experience; Majority 31 (52 %) had ealt with Behavioural

Problems; Participants 49 (82 %) had not gained Previous knowledge of Behavioural Problems.

Section II

Table no. 2 Knowledge of Primary School teachers regarding CBP of school children

n =6

Level of knowledge	Number of respondents			
	Pre-Test		Post-Test	
	Frequency	%	Frequency	%
Poor (<50 %)	7	12	1	2
Average (50-75 %)	43	71	17	28
Good (>75 %)	10	17	42	70

Table 2 the result showed that in the pre-test most of the participants had noadequate knowledge regarding behavioral disorders in school children, 12 % participants had poor knowledge, 71 % Participants had average knowledge and 17 % participants had good knowledge regarding behavioral disorders in school children.

In the post-test, the participants gain adequate knowledge regarding behavioral disorder that was 70 % participants had Good knowledge, 28 % participated had average knowledge and 2 % participants had poor knowledge regarding the behavioral disorder.

Section III

Table no. 3 Analysis of effectiveness of STP regarding selected CBP of School children.

n =60

Areas	Mean	SD	Paired t-test	df	Significant test, table value
Pre test	20	3.3			
Post test	28	3	7.76	59	3.46 S***

*p ≤0.05, **p ≤ 0.01, ***p ≤ 0.001, S- significant

The table 3 showed that post test mean level of knowledge of primary school teacher was higher than pre test mean level of knowledge of primary school teacher (28>20). The data further debited that the obtained 't' test value was 7.76 which was greater than table value $(t_{59,0.001})$ = 3.46 at 0.001 level. The increase post test knowledge score showed STP was effective. Hence hypothesis H1 was accepted at the level of p ≤ 0.05.

Section IV

Table no. 4 Association between the knowledge of primary school teachers with selected demographic variables.

n = 60

Variable	Knowledge		Chi-square χ^2	Df	T Value	Inference
	Below median	Above median				
1. Age of the Teacher						
a. ≤25 year	8	11				
b. 26-35 year	6	11	10.83	2	9.21	S**
c. >35 year	9	15				
2. Gender of the Teacher						
a. Male	7	7	0.30	1	3.84	NS
b. Female	16	30				
3. Qualification of the Teacher						
a. Graduation	13	13				
b. Post graduation	10	11	8.55	2	5.99	S*
c. Other	0	13				
4. Year of teaching experience of the teacher in primary school.						
a. ≤ 5 year	5	4				
b. 6-10 year	4	11				
c. 11-15 year	7	11	1.13	3	7.82	NS
d. >15 year	7	11				
5. Deal with Behavioural Problems.						
a.Yes	15	14	4.25	1	3.84	S*
b.No	8	23				
6.Previous knowledge of behavioural Problems.						
a.Training	3	5				
b.Seminar/Conference/Workshop	3	0	0.27	3	7.82	NS
c.Other/ Specify	0	0				
d.No where	17	49				

*p ≤0.05, **p ≤ 0.01, ***p ≤ 0.001, S- Significant

DISCUSSION

Section 1: Description of the demographic variables

1. Majority 24 (40 %) of the sample were in the age group of >35 years.
2. Majority 46 (77 %) of the sample were female respondents.
3. Majority 26 (43 %) of the sample were graduate.
4. Majority 18 (33 %) of the sample had 11-15 years and > 15 years teaching experience.
5. Majority 31 (52 %) of the sample had dealt with Behavioural Problems.
6. Majority 49 (82 %) of the sample was not had Previous knowledge of Behavioural Problems.

Section 2: Knowledge of the primary school teachers regarding CBP in school children

The investigator found that in the pre-test, majority 43 (71%) teachers had poor knowledge, whereas in the post-test 42 (70%) teachers had good knowledge. The pre-test mean of 20 with SD was 3.3 whereas the post-test mean 28 with SD was 3.

Section 3: Effectiveness of STP on knowledge of the primary school teachers regarding CBP in school children.

In the Presence study Mean obtained for over all knowledge in the pre test was 20 and in post test were 28 with "t value at $df_{59}= 3.46$ which was highly significant at $p \leq 0.001$.

A similar study conducted by Ms. Elizabeth chinnadore (2010), the findings revealed that the mean post knowledge score 30.06% was higher than the mean pretest knowledge score 19.50% with 't' value of 12.91 significant at the level of p<0.001.

Hence the H_1 was accepted at level of $p \leq 0.05$.

Section 4: Association between the pre test knowledge scores with selected demographic Variables:

In the Presence study the result revealed that There is a significant association between knowledge of primary school teachers and selected demographic variable such as Age in years ($\chi2 = 10.83$, P<0.01), Qualification of the Teacher($\chi2 = 5.99$, P<0.05) and not significant association of Knowledge scores with other demographic variables.

A similar study conducted by Jayesh Soni et.al, (2016), the finding revealed that there is a significant association between knowledge of primary school teachers and selected demographic variable such as Age in years ($\chi2 = 8.70$), Hence the research hypothesis is accepted & for other Variables it was rejected.

CONCLUSION

After detailed analysis, In this study pre-test majority 43 (71%) teachers had average knowledge, whereas in the post-test 42 (70%) teachers had good knowledge. The pre-test mean of 20 with SD was 3.3 whereas the post-test mean 28 with SD was 3. This study reveals that the post test mean was higher than pre test mean score which showed the effectiveness of STP and regarding association with demographic variables there was significant association with knowledge of primary school teachers.

Limitations of the Study

The following points were beyond the control of the investigator.

- The study is limited to primary school teachers in selected schools in Valsad district.
- The data collection period is limitation to 1 month.

Recommendations

- A similar study may be replicated on large sample size, attitude and practice as well as using different teaching methods.
- A longitudinal study can be done using post test after 6 month or 1 year.
- Comparative study can be done with different School.

Ethical Standards

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