



Research Article

**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**

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**Key words:**

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**ABSTRACT**

**Aims:** The aims of this study are as follows : (1) to assess the knowledge of mothers regarding school refusal in children and its management (2) To find out the effectiveness of structured teaching programme on knowledge of mothers regarding school refusal in children and its management. (3) To find out the association between knowledge of mothers regarding school refusal in children and its management with their selected socio-demographic variables.

**Materials and Methods:** Study design: Pre experimental one group pretest post test design without control group. Target population: Mothers of children aged between 6 -14 years. Accessible population: Mothers of children aged between 6 -14 years attending Govt Primary School Bagalkot. Sample size: 100 mothers were selected by stratified random sampling technique. Data collection Instrument & technique: Pretest was conducted by self administered knowledge questionnaire and then structured teaching programme was administered, Later post test was conducted by using the same tool. Data analysis: Data was organized and analyzed by using descriptive statistics like mean median & frequency distribution. And in this study inferential statistics is also used like t Test and chi-square test to test the research hypothesis.

**Results:** After collection, the data are organized and analyzed with the help of mean median frequency distribution & percentage. The socio-demographic characteristics of mothers were as follows: 44% of mothers were in the age group of 31 - 35 years, 42% of mothers have completed high school education. 50% of mothers were house wives and 36% were having the family monthly Income of Rs 3001 – Rs 5000/-. 60% mothers belong to Hindu religion & 46% mothers were from nuclear family. 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. The calculated t value (34.93) was much higher than table 't' value (2.010) hence the Structured teaching programme was found to be effective. There was no significant association between knowledge and selected socio-demographic variables like mothers' age, educational status, occupation, religion, family monthly income, and type of family, number of children in the family and sources of information.

**Conclusion:** After thorough analysis of the data, researcher concluded that mothers knowledge regarding school refusal and its management has to be improved in order to maintain the school attendance which in turn helps children for their academic achievement.

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**INTRODUCTION**

School life is the most exciting period in one's life. It is the time when one learns the first lessons of socialization.

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Often people recollect the events where they cried with their heart-at two instances-the time they first enter the school and the time they leave the school for ever. But today the environment in our school is creating situations where children refuse to go to school not only as the beginner but throughout the period [1].

Approximately up to 8% of all school aged children have school refusal. The rate is similar between boys and girls.

Although school refusal can occur at all ages, it is more common in children 5 to 11 years. No socio economic differences have been noted. There is a fairly equal representation of gender, racial and income groups among children who refuse school. However, school refusal tends to be more prevalent among young adolescents and students entering a new school building for the first time. More specifically children entering kindergarten or first grade, middle school, and high school are at an increased risk of school refusal behavior. [2]

Parents are aware of absence. Child often tries to persuade parents to allow him to stay home. During school hours child usually stays home because it is considered as a safe and secure environment. Sometimes child is entirely absent from school or attend school initially but leave during the course of the school day. In this condition, children will have severe emotional distress about attending school, may include anxiety, temper tantrums, depression or somatic symptoms.<sup>1</sup> Children will go to school following crying, clinging, tantrums or other intense behavioral problems. They exhibit unusual distress during school days that leads to pleas for future absenteeism. [3]

Studies show 5-28% of school children exhibit some degree of school refusal behavior at some point. The rate is similar in both the genders and although it is significantly more prevalent in some urban areas, there are no known socio economic differences. In fact, approximately 6 % of those clients referred for mental health services presented with a primary concern of school refusal behavior (Kearney 1994). According to a survey conducted in 1993 by the National Association of Social Workers and education, at least half a million children are truant from school every day. School refusal behavior occurs more frequently during major changes in a child's life such as entrance to kindergarten, changing from elementary to middle school, changing from middle to high school. The problem may start following vacations, school holidays, summer vacation, before the child will be out of school for some time. School refusal can also occur after a stressful event such as moving to a new house, death of a pet or relative. [4]

School refusal is considered an emergency in child and adolescent psychiatry, and affects 1-2% of school-aged and 5% of clinic referred children. It causes much stress to parents and school teachers and poses serious problems for the child's future psychosocial and educational development. [5]

If untreated or ignored, a child with school refusal behavior is likely to fall behind academically which can then lead to more anxiety and more serious problems later on. And there may be longer term consequences. Studies show children who were treated for school refusal in their childhood got more psychiatric treatment in their later life. "School refusal takes the child off their developmental course; they are not going to grow in an age appropriate way" says Anne Marie Albano, Columbia University New York. [5]

A study was conducted in the year 2007 about the outcome of children with school refusal. In that 33 subjects (8-16 year old) presenting with school refusal were evaluated. Results showed 87.9% had a psychiatric diagnosis at baseline. Depression was seen among 63.6% and phobias in 30.3%. The study concluded that psychiatric morbidity is high in youngsters with school refusal.[6]

In present world, a normal school child is compelled to do their works which are extreme to their mental ability, where they need their mother's guidance. Few other factors like academic under achievement, school based challenges, threats and traumatic experiences from school add on to develop trepidation towards school going. In order to overcome the present situation the child starts to bargain with his mother with certain physical complaints. As the child conquers a day, he continues with school refusal. Untreated school refusal has a long term effect on children even in their adulthood, which necessitates a long term psychotherapy, behavioural modifications, rehabilitation etc.[6] So that the investigator felt to control the school refusal at its earliest stage, hence the mothers are taken as participants who can better control school refusal.

### **Aims**

#### **The aims of this study are as follows**

1. To assess the knowledge of mothers regarding school refusal in children and its management.
2. To find out the effectiveness of structured teaching programme on knowledge regarding school refusal in children and its management among mothers.
3. To determine the association between knowledge of mothers regarding school refusal in children and its management with selected socio-demographic variables.

### **MATERIALS AND METHODS**

The present Study was conducted on mothers of Bagalkot Dist. Karnataka. Study design: A Pre experimental one group pretest post test design. Target population: Mothers of children in Bagalkot. Accessible population: Mothers of children aged between 6 -14 years attending Govt Primary School Navanagar Bagalkot. Sample size: 100 mothers were selected. Sampling technique: stratified random sampling technique was adopted to select children from different standard they are studying. Data collection Instrument & technique: self administered closed ended knowledge questionnaire was used and then pretest was conducted following that structured teaching programme was administered, later post test was conducted by using the same instrument. Data analysis: data gathered were systematically organized and analyzed by using descriptive statistics like mean median & frequency distribution. And inferential statistics like t Test and chi-square test are used to test the research hypothesis

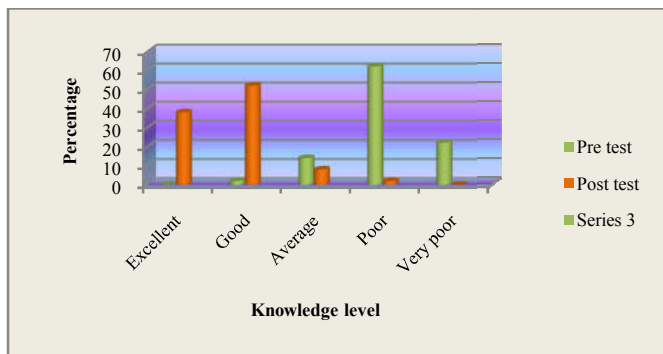
### **RESULTS**

#### **Section I: Description of socio-demographic characteristics of mothers**

The socio-demographic characteristics of mothers were as follows: 44% of mothers were in the age group of 31 - 35 years, 42% of mothers have completed high school education. 50% of mothers were house wives and 36% were having the family monthly Income of Rs 3001 – Rs 5000/-. 60% mothers belong to Hindu religion & 46% mothers were from nuclear family.

**Section-II: Assessment of knowledge of mothers regarding school refusal in children and its management.**

**Percentage wise distribution of study subjects according to levels of knowledge in pre test & Post test**



**Table 1** Significant difference between the pre test and post test knowledge scores of mothers

Test	Table value	Mean	Std Error	Mean Dif	SD Dif	Paired t Value
Pre-Test		6.64	0.39	13.64	2.73	
Post-Test	2.010	20.28				34.93

Since the calculated t value 34.93 is much higher than the table value 2.010. Hence the hypothesis stating “there will be significant difference between post test and pre test knowledge scores” is accepted. And therefore a STP is found to be effective.

**Section III: Association between knowledge scores and selected socio demographic variables**

Chi-square was calculated to find out the association between post test knowledge scores of mothers with their selected socio demographic variables by using 2x2 contingency table.

There is no significant association was found between post test knowledge scores of mothers regarding school refusal in children and its management and selected socio-demographic variables like mothers’ age, educational status, occupation, religion, family monthly income, type of family, number of children in the family and sources of information.

**DISCUSSION**

After consistent and in depth review of the data in previous studies related to school refusal as a investigator I felt the need to assess the mothers knowledge regarding school refusal. The present study was aimed to improve the school attendance of children and hence to help them to achieve academically. The following research studies have influenced me to conduct the present study. A similar study was done to evaluate the effectiveness of self -instructional module (SIM) on knowledge of teachers regarding school refusal behavior among school going children, in selected government high schools at Bangalore.

They have selected 60 high school teachers and it was found out that teachers are having less knowledge regarding SR in children and SIM was proven to be effective in increasing teachers’ knowledge. There was a significant association between knowledge scores of teachers and their age A study was conducted by Health Administration and Behavioral Sciences department Venezuela, to assess knowledge of mothers regarding school refusal disorders and associated familial factors contributing to SR. 200 school refusers were selected between the age group of 6-12 years and their mothers were interviewed. They found that School Refusal is more common among separation anxious and introverted children. The study also addressed that their parents’ educational attainment and level of intelligence were low.

**CONCLUSION**

After rigorous investigation and analysis of the data it is revealed that now a days school refusal among children is increased. Teachers and parents knowledge about the same is very low. Teachers and parents play a very vital role in childrens’ life. Teachers and parents are responsible for academic achievement of children. Through the present study it is understood that teachers and parents knowledge regarding causes of school refusal and its management is very low.

**Recommendations**

To improve the knowledge regarding school refusal and its management among teachers’ parents and other primary care givers, it is hereby recommended for future researchers to conduct similar studies with an effective interventional package

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