

Effectiveness of Structured Teaching Programme regarding Childhood Behavioural Problem on Knowledge and Attitude on Selected Primary School Teachers, Tirupathi A. P. India

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Abstract: *Objectives of the study:* 1) To assess the knowledge and attitude of primary school teachers regarding common childhood behavioural problems. 2) To evaluate an effectiveness of structure teaching programme regarding selected childhood behavioural problems on knowledge and attitude of primary school teachers. 3) To associate the knowledge and attitude of primary school teachers with their selected demographic variables. *Methodology:* The research design applied for this study will be one group pretest post - test design. the study was conducted at the government elementary school with 30 primary school teachers by using non - probability purposive sampling will be adapted to select the samples of the study. *Independent variable:* structured teaching program regarding childhood behavioural problems. *Dependent Variable:* knowledge level of the teachers and attitude of teachers towards childhood behavioural problems of school children. *Criteria for Sample Selection: Inclusion criteria:* 1) primary school teachers working in selected schools with both male and female. 2) the headmistress/headmaster of the school. *Exclusion criteria:* 1) primary school teachers who are sick and absent during the period of collecting data. *Results:* The mean pre - test and post - test knowledge scores of respondents was 17.97 and 27.02 respectively.2. the mean pre - test and post - test attitude scores of respondents was 70.13 and 86.8 respectively.3. comparison of the mean pre - test and post - test knowledge scores the 't' value 15.052 significant at 0.05 level which indicate that there is a significant difference between the knowledge level of the teachers before and after the implementation of the structured teaching program.4. comparison of the mean pre - test and post - test attitude score, the 't' value 11.336 significant at 0.05 level which indicate that there is a significant difference between the attitude level of the teachers before and after the implementation of the structured teaching program there is no association between the post - test knowledge and attitude scores of the teachers regarding childhood behavioural problems with the demographic variables

Keywords: Effectiveness, behavioural disorder, Primary school teachers, school going children.

1. Introduction

"Children are the wealth of tomorrow; take care of them if you wish to have a strong India, ready to meet various challenges. "

(Pandit Jawaharlal Nehru)

Children are mirror of a nation. They are our future and our most precious resources. The quality of tomorrow's world and perhaps even its survival will be determined by the well - being, safety and the physical and intellectual development of children today. It is estimated that 15% of children will be affected by the behavioral problems by 2030 (World Health Report, 2020). A million children are encountering behavioral problems, including depression, violence and self - harm. . Parents in 21st Century face many challenges and issues such as poverty, stress and health problems which affect the health and development of children Prenatal exposure to alcohol, tobacco smoke & drugs also has been found to have an impact on neurocognitive process and is associated with a variety of behavioral problems. A child's coping mechanism is influenced by the individual developmental level, temperament, previous stress experiences, role models, and support of parents, teachers and peers. Autism spectrum disorders are almost five times more common among boys than girls – with 1 in 54 boys identified. WHO indicates that by 2030 childhood disorder will rise proportionately by over 50% internationally to become one of the five most common causes of morbidity,

mortality and disability among children. (WHO, 2010). According to article by behavioral management systems statistical ratio worldwide, 1 year old child has 14% of tantrums daily, 2 - 3 years child has about 20% of Impulsive behavior are common in young children. Defiant disorder is defined by the DSM - 5 as a pattern of angry/irritable mood or vindictiveness lasting at least six months. (Wikipedia). Report prepared by National Institute of Mental Health And Neurological Sciences (NIMHANS) on District Mental Health Programme highlights the need for school mental health Programme along with teaching school teachers regarding identifying and managing behavioral problem. Behavior problems in the classroom can interfere with instruction, child development and academic achievement. Yet, many teachers do not have the training they need to deal with behavior problems. Now, University of Missouri researchers will use a \$2.9 million grant from the U. S. Department of Education's Institute of Education Sciences (IES) to evaluate the effectiveness of a video training program designed to help teachers understand and react effectively to behavior issues.

2. Objectives of the Study

- 1) To assess the knowledge and attitude of primary school teachers regarding common childhood behavioral problems.
- 2) To evaluate an effectiveness of Structure teaching Programme regarding selected childhood behavioral

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problems on knowledge and attitude of primary school teachers.

- 3) To associate the knowledge and attitude of primary school teachers with their selected demographic variables.

3. Hypothesis

H1: There will be significant difference between pre - test and posttest knowledge scores of primary school teachers regarding childhood behavioral problems.

Assumption: Teachers have lot of opportunities to observe and identify early childhood behavioral problems.

4. Methodology

- a) **Research design** the research design applied for this study will be one group pretest posttest design.
- b) **Variables**
 - **Independent variable:** structured teaching program regarding childhood behavioral problems
 - **Dependent variable:** knowledge level of the teachers and attitude of teachers towards childhood behavioral problems of school children.
- c) **Setting of the study:** The study was conducted at the government elementary schools tirupathi A. p india
- d) **Population:** The population used in the study are the primary school teachers.
- e) **Sample Size:** The sample size for the study was 30 primary school teachers.
- f) **Sampling technique:** Non - probability purposive sampling will be adapted to select the samples of the study.

Sample selection inclusion criteria:

- 1) Primary school teachers working in selected schools with both male and female.
- 2) The headmistress/headmaster of the school.

Exclusion criteria:

Primary school teachers who are sick and absent during the period of collecting data.

Development and Description of tool:

Section I: Socio demographic variables of the teachers.

Section II: Self - Structured knowledge questionnaire to assess the knowledge of the teachers on childhood behavioral problems.30 questions were prepared to assess the knowledge the correct answers were given as 1 score and wrong answers were scored as 0. .

Section III: Structured self - attitude questionnaire to assess attitude of teachers on Childhood behavioral problems.25 questions were prepared to assess the attitude of teachers on common childhood behavioral problems. Each question was given with 4 options.

Procedure for Data Collection

The study was conducted in government schools Tirupathi A. P. The formal permission was obtained from Assistant Elementary Educational Officer. The study was conducted

for a time period of four weeks. The investigator informed the teachers about the study and maintained good rapport. The investigator introduced self. The purpose and the benefits of the study was explained to the teachers to ensure their cooperation. Assurance was given to the subjects regarding the confidentiality of the data collected from them. The first week of the data collection the self - structured questionnaire was administered to assess the pre - test knowledge and attitude in four schools for 30 samples.

The second week structured teaching Programme was given with the help of power point presentation regarding childhood behavioral problems. After two weeks of intervention post test was conducted with the self - structured questionnaire to assess the post - test knowledge and attitude of teachers.

5. Analysis

Section A: Description of demographic variables of teachers (N=30)

S. NO	Characteristics	Frequency (f)	Percentage (%)
1.	Age		
	21 - 35	3	10
	36 - 45	21	70
	46 - 50	3	10
2.	51 - 55	3	10
	Sex		
	Male	4	13
3.	Female	26	87
	Religion		
	Christian	8	27
4.	Muslim	1	3
	Hindu	21	70
	Educational		
	STATUS	11	37
5.	Dip. T. Ed	19	63
	B. Ed		
	Experience		
6.	<5 years	1	3
	5 - 10	12	40
	10 - 15	6	20
	>15	11	37
7.	Training		
	Yes	2	7
	No	28	93

Section B

Description of knowledge and attitude of teachers regarding childhood behavioural problems

Table 2: Distribution of respondents based on pre - test knowledge scores regarding childhood behavioral problems (N - 30)

S. No	Knowledge	Pre - test	
		Frequency (f)	Percentage (%)
1.	Average (11 - 20)	28	93%
2.	Good (21 - 30)	2	7%

The table 2 depicts the assessment of the respondents based on pretest knowledge scores regarding childhood behavioral

problems. In that among 30 samples, none of them scored upto 10, 28 (93%) of them scored between 11 – 20 and 2 (7%) of them scored between 21 - 30.

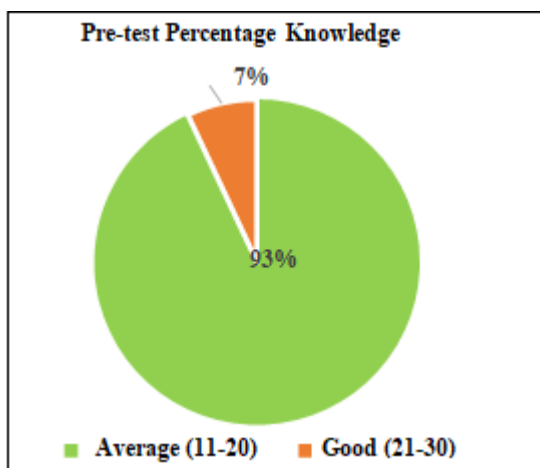


Figure 1: Distribution of respondents based on Pretest Knowledge Scores regarding childhood behavioral problems

Table 3: Distribution of respondents based on post - test knowledge scores regarding childhood behavioral Problems. (N=30)

S. No	Knowledge	Post test	
		Frequency (f)	Percentage (%)
1.	Good (21 - 30)	30	100%

The table 3 projects the assessment of the respondents based on post - test knowledge scores regarding childhood behavioral problems. In that among 30 samples, none of them scored up to 10 and 11 - 20, 30 of them scored between 21 - 30.

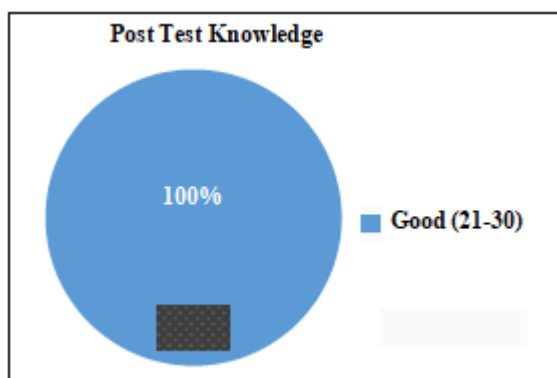


Figure 2: Distribution of respondents based on post - test knowledge scores regarding childhood behavioral Problems

Table 4: Comparison of respondents based on mean pre - test and post - test knowledge scores on childhood behavioral problem. (N=30)

S.NO	Knowledge test	Mean	SD	't' Value
1.	Pre-test	17.97	3.21	15.052*
2.	Post-test	27.02	.66	

*P< 0.05 level

The table 4 displays the paired 't' value 15.052 for the mean difference between the pre - test and post - test knowledge scores of the respondents on the childhood behavioral problems is significant at 0.05 level of significance at (df 29). This means there is a significant improvement in the

knowledge of teachers regarding childhood behavioral problems.

It shows that the mean pre - test value increased from 17.97 to post - test value 27.02 which shows the effectiveness of the structured teaching program

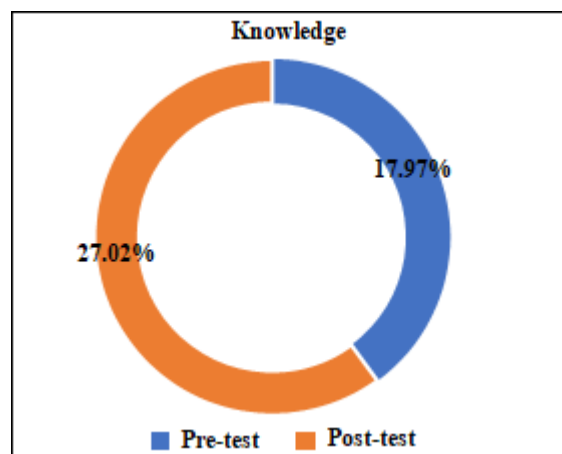


Figure 3: Comparison of the respondents based on mean pretest and post - test knowledge scores regarding childhood behavioral problems

Table 5: Distribution of respondents based on pre - test attitude scores regarding childhood behavioral problems. (N - 30)

S. No	Attitude	Pre - test	
		Frequency (f)	Percentage (%)
1.	Neutral (51 - 75)	26	87%
2.	Positive (76 - 100)	4	13%

The table 5 depicts the assessment of the respondents based on Pre - test attitude scores regarding childhood behavioral problems. In that among 30 samples, none of them scored 25 - 50, 26 (87%) of them scored between 51 - 75 and 4 (13%) of them scored between 76 - 100.

Table 6: Distribution of respondents based on post - test attitude scores regarding childhood behavioral problems (N - 30)

S. No	Attitude	Post - test	
		Frequency (f)	Percentage (%)
1.	Positive (76 - 100)	30	100%

The table 6 displays the assessment of the respondents based on Post - test attitude scores regarding childhood behavioral problems. In that among 30 samples, none of them scored between 25 - 50, and 51 - 75 and 30 (100%) of them scored between 76 - 100.

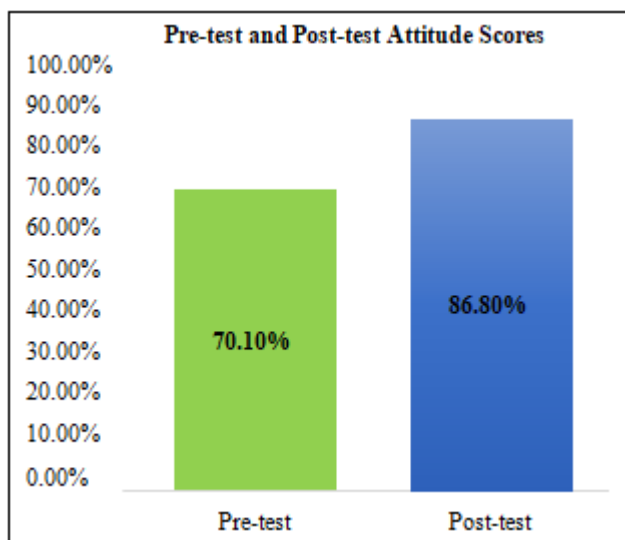
Table 7: Comparison of respondents based on mean pre - test and post - test attitude scores on childhood behavioral problem. (N - 30)

S. NO	Attitude Test	Mean	SD	't' Value
1.	Pre - test	70.13	7.78	11.336*
2.	Post - test	86.8	1.06	

*P< 0.05 level

The table 7 projects the paired 't' value 11.336 for the mean difference between the pre - test and post - test attitude scores of the respondents on the childhood behavioral

problems is significant at 0.05 level of significance at (df 29). This means there is a significant improvement in the attitude of teachers regarding childhood behavioral problems. It shows that the mean pre - test value increased from 70.13 to post - test value 86.8 which shows the effectiveness of the structured teaching program.



Section D

Association of demographic variables of teachers with their post test knowledge regarding childhood behavioural problems (N=30)

S. N	Characteristics	Frequency (f)	Df	Z2
1.	Age	3	3	.869
	21 - 35	21		(NS)
	36 - 45	3		
	46 - 50	3		
	51 - 55			
2.	Sex	4	1	.935
	Male	26		(NS)
	Female			
3.	Religion	8	2	.755
	Christian	1		(NS)
	Muslim	21		
	Hindu			
4.	Educational Status	11	1	.180
	Dip. T. Ed	19		(NS)
	B. Ed			
5.	Experience	1	3	.727
	<5 years	12		(NS)
	5 - 10	6		
	10 - 15	11		
	>15 years			
6.	Training	2	1	.685
	Yes	28		(NS)
	No			

P<0.05 S = significant NS = not significant

Table 8: clearly shows that the post - test knowledge of the respondents do not have any association with the demographic variable

Section E

Association of demographic variables of teachers with their posttest attitude regarding childhood behavioural problems

S. N	Characteristics	f	df	Z2
1.	Age			
	21 - 35	3		.217
	36 - 45	21	3	(NS)
	46 - 50	3		
	51 - 55	3		
2.	Sex			
	Male	4	1	.020
	Female	26		(NS)
3.	Religion			
	Christian	8	2	.108
	Muslim	1		(NS)
	Hindu	21		
4.	Educational Status			.705
	Dip. T. Ed	11	1	(NS)
	B. Ed	19		
5.	Experience			.512
	<5 years	1	3	(NS)
	5 - 10	12		
	10 - 15	6		
6.	Training			
	Yes	2		.038
	No	28	1	(NS)

P<0.05 S = significant NS = not significant

Table 9: Clearly shows that the post - test attitude of the respondents do not have an association with the demographic variables.

6. Findings

- 1) The mean pre - test and post - test knowledge scores of respondents was 17.97 and 27.02 respectively.
- 2) The mean pre - test and post - test attitude scores of respondents was 70.13 and 86.8 respectively.
- 3) Comparison of the mean pre - test and post - test knowledge scores the 't' value 15.052 significant at 0.05 level which indicate that there is a significant difference between the knowledge level of the teachers before and after the implementation of the structured teaching program.
- 4) Comparison of the mean pre - test and post - test attitude score, the 't' value 11.336 significant at 0.05 level which indicate that there is a significant difference between the attitude level of the teachers before and after the implementation of the structured teaching program.
- 5) There is no association between the post - test knowledge and attitude scores of the teachers regarding childhood behavioural problems with the demographic variables.

7. Discussion

The present study was designed to assess the knowledge and attitude regarding common childhood behavioral problems. The research design adopted for the study was One Group Pre - test Post - test design. Non probability purposive sampling technique was used to select 30 teachers for the study. The data collected for the study were analyzed statistically and discussed based on the objectives.

Demographic variables of teachers participated in the study

According to age group most (70%) of the teacher were in the age group of 36 - 45 years, 10% of them in 21 - 35 years, 10% in 46 - 55 years and Other 10 % was having age group of 51 - 55 years. Regarding the sex ratio male was about 13% and female was about 87%. Based on religion most (70%) of them were Hindu, (27%) of them were Christian and only 3% were Muslim. Regarding education level, majority (63%) of them has completed Dip. T. Ed and 37% were B. Ed. Based on the experience < 5 years was 3%, 5 - 10% was about 40%, 10 - 15 years was about 20% and >15 years is about 37%. Regarding the training 93% of teachers was not trained and 3% were trained. **The first objective of the study was to assess the knowledge and attitude of primary school teachers regarding childhood behavioral problems.**

The present study findings revealed that the mean pre - test knowledge score is 17.97 and the mean post - test score obtained was 27.02. The mean pre - test score of attitude was 70.13 and the post - test score was 86.8 for the primary school teachers. The findings was consistent in the study done in Vadodara to assess the knowledge of primary school teachers regarding childhood behavioral problems. The findings of the study pre - test scores was 49.40% and the posttest knowledge score was 75.83%. (Garg, et al., 2014)

The second objective is to evaluate an effectiveness of structured teaching programme regarding childhood behavioural problems on knowledge and attitude of primary school teachers.

The present study findings revealed that the mean pre - test score of the respondents is 17.97 and the mean post - test score obtained was 27.02 for knowledge and mean pre - test score of the respondents is 70.13 and post - test was 86.8. The 't' value is 15.052 for the mean difference in pre - test and post - test knowledge and 11.336 for pre - test and post - test attitude of teachers. It is significant at 0.05 level of significance. The findings substantiate that the structured teaching program is effective.

A substantiate study was conducted in Chennai to evaluate the effectiveness of Structured teaching programme. The study concluded that the pre - test scores showed that 86.6% of mothers has inadequate knowledge, 13.4% has moderately adequate knowledge. In the post - test mothers evidenced 83.4% has adequate knowledge, which proved the structured teaching programme was effective. (Vasanthakohila & Hema - vathy, 2014)

The third objective of the study was to associate the post - test knowledge and attitude regarding childhood behavioural problems.

The post - test knowledge and attitude with selected demographic variables as age, experience, educational status, previous training. The results revealed that P value of demographic variables was more than 0.05 level when associated with post - test knowledge and attitude. Hence it is concluded that there is no significant association between post - test knowledge and attitude with the demographic

variables like age, sex, religion, educational status, experience, and training.

8. Conclusion/ Summary

- 1) The study revealed that there is inadequate knowledge and attitude regarding childhood behavioral problems for the teachers.
- 2) The study proved that there is a significant improvement in the knowledge and attitude in the level of teachers after the structured teaching Programme.
- 3) The study proved that there is no significant association between the knowledge and attitude of teachers regarding childhood behavioral Problems and demographic variables

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