

EFFECTIVENESS OF STRUCTURED EDUCATIONAL PROGRAMME ON KNOWLEDGE REGARDING BEHAVIOURAL DISORDER OF CHILDREN AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS AT LUCKNOW, U.P.

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ABSTRACT

Introduction: Children are the important aspect of society. They built the future of nation. During the school going period it is the initial stage a child starts developing attitude towards self as an individual and also towards society in their own way. It is the time from when child's physical, mental and social development starts developing. So it is necessary in the interest of our country to look after the health and welfare of children as they form the most endangered segment of population. As children in this modern era are forced to be the victims of psychological disorder, they are grown up with undue pressures from school, social and cultural environment which affects the mental health of children. **Objectives:** 1. To evaluate the Effectiveness of Structured Educational Programme on Knowledge Regarding Behavioural Disorder of Children among Primary School Teachers. 2. To find out the association of pretest knowledge scores Regarding Behavioural Disorder of Children among Primary School Teachers with their selected demographic variables. **Material and methods:** A quantitative research approach with a Pre-experimental One group pre-test–post-test design was adopted. The study was conducted among 40 primary school teachers and selected through a non-probability convenient sampling technique. Data were collected using a structured knowledge questionnaire. Data were analyzed using descriptive and inferential statistics, including frequency, percentage, mean, standard deviation, Chi-square test, and Paired t test. **Result:** The findings demonstrated that the mean pretest score of knowledge was 14, SD 3.72 and a post-test mean score of knowledge was 25.29, SD (3.12). For 39 degrees of freedom at the 5% level of significance, the calculated "t" value was (14.02). Hence the calculated "t" value is more than the table value (2.064). **Conclusion:** The study concluded 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.

Keywords: Evaluate, Effectiveness, Knowledge, Structured Educational Programme, Behavioural Disorders, Primary School Teachers.

INTRODUCTION:

Children are the important aspect of society. They built the future of nation. During the school going period it is the initial stage a child starts developing attitude towards self as an individual and also towards society in their own way. It is the time from when child's physical, mental and social development starts developing. So it is necessary in the interest of our country to look after the health and welfare of children as they form the most endangered segment of population. As children in this modern era are forced to be the victims of psychological disorder, they are grown up with undue pressures from school, social and cultural environment which affects the mental health of children.

According to WHO, worldwide 10-20% of children experience mental disorder and half of these occur by age of 14 years and if not detected at early stage these disorder persist into adolescence and adulthood. Behavioral disorders are understood as clinically significant conditions characterized by alterations in thinking, mood or behavior associated with personal distress and impaired functioning. Childhood behavioral disorders are 6th leading cause of burden among children.

Behavioral problem is defined as behavior, thought or feelings differ quantitatively from the norm and as the result of this difference the child is either, suffering significantly or development is being significantly impaired.

Previous studies identifying childhood behavioral disorders as early as preschool suggest that opportunities to intervene may occur even earlier. However, the early detection and prevention of mental health problem remain poorly addressed in part because of inadequate systems to support the identification of early subclinical indicators and associated interventions before problem reaches clinic.

A child spends almost 6 days in school and most of their time in school setting. Here they are expected to follow rules, behave in socially acceptable way, participate in academic activities and not to disrupt others activities. When the child is not able to achieve these tasks he faces certain difficulties and it give arises to many behavioral disorder in children (ADHD, Conduct disorder, Autism, Tic disorder etc.) Here the work of teachers becomes more important for those children who are not able to achieve these tasks. The teachers should understand the deviance of normal behavior towards abnormal behavior. The teacher should be able to identify the certain behavioral disorders at early stage.

Need for the study

School children need support from parents and teachers to alleviate their sufferings. The school environment plays a major role in a child's behavioral development. Children spend around 8 hours in school and interact with teachers and peers. The primary school teachers have a pivotal role in promoting good behavior among primary children and are also responsible for the early identification of behavioral disorders among children and should have the capacity to handle the same.

Joni.W.Splettet.al (2018) conducted quantitative, cross-sectional study on primary school teachers to assess the teacher's recognition, concern, and referral of children's internalizing and externalizing behavior problem selected through randomization. Data collection was done through survey method by teacher's mental health literacy questionnaire. The data analysis revealed that severe externalizing mean was 2.84, moderate

externalizing mean was 2.16 and severe internalizing mean was 2.20 and moderate internalizing mean was 1.24 and 86% endorsed need for professional help in externalizing behavior, 65% endorsed need for professional help in internalizing behavior. So this indicates that teachers have poor recognition of internalizing factors and they have less concern of referral for internalizing factors. So this indicates that teachers need to know more about the internalizing behavior of children.

STATEMENT OF THE PROBLEM

A Study to Assess the Effectiveness of Structured Educational Programme on Knowledge Regarding Behavioural Disorder of Children among Primary School Teachers in Selected Schools at Lucknow, U.P.

OBJECTIVES OF THE STUDY

1. To evaluate the Effectiveness of Structured Educational Programme on Knowledge Regarding Behavioural Disorder of Children among Primary School Teachers.
2. To find out the association of pretest knowledge scores Regarding Behavioural Disorder of Children among Primary School Teachers with their selected demographic variables.

RESEARCH METHODOLOGY

Research Approach:

A quantitative approach was adopted to determine the research study.

Research Design:

Pre-experimental one group pretest post test design was used for the study.

Setting of the Study:

The setting of the study was Primary School, Nishatganj, Lucknow.

Population:

The population for this present study includes Primary School Teachers Nishatganj, Lucknow.

Sample Size:

The sample size of the present study was 40 Primary School Teachers..

Sampling Technique:

Non probability convenient sampling technique was adopted for this study.

Inclusion criteria:

- Primary school teachers of selected schools at Lucknow, U.P.
- Primary school teachers who are willing to participate in the study.
- Primary school teachers who are available during the time of data collection.

Exclusion criteria:

- Primary school teachers who are not feeling well.
- Primary school teachers who have already participated in the same study.

Variables of the Study:

I. INDEPENDENT VARIABLE

Structured Educational Programme Regarding Behavioural Disorder of Children among Primary School Teachers.

II. DEPENDENT VARIABLE

Knowledge of Primary School Teachers Regarding Behavioural Disorder of Children.

III. DEMOGRAPHICAL VARIABLES: Age in years, Gender, Qualification, Year of Experiences, Nature of the employment and Previous identified the child with behavioural problems.

Description of the Tool:

The tools used for the study consisted of two sections:

Part A- Demographic variable- Age in years, Gender, Qualification, Year of Experiences, Nature of the employment and Previous identified the child with behavioural problems.

Part B –Structured Knowledge questionnaire to assess the knowledge regarding Behavioural Disorder of Children among Primary School Teachers.

RESULTS

Section I: Distribution of demographic variables of primary school teachers

Frequency and percentage distribution of samples with the selected Demographic variables:

It reveals that with regard to the distribution of age of school teachers, 21 (52.5%) belongs to 26-30 years, 6 (15%) belonged to 31-35 years 10 (25%) were belongs to 36-40 years, 3 (7.5%) belonged to <40 years. While considering the sex of all primary school teachers who had participated in this study 40 (100%) were female. The qualification of teachers 9 (22.5%) teachers were completed TTC, 26 (65%) were completed B.Ed, and 5 (12.5%) were completed degree. In the nature of employment it reveals that 28(70%) of the teachers are temporary and 12(30%) of the teachers are permanent employees of the school. The teachers who previously identified the child with behavioral problems were 14 (35%), and 26 (65%) teachers did not previously identify children with behavioral problems.

Section II: Description regarding the knowledge of primary school teachers on behavioral problems of children.

Table: 1.1 Frequency and percentage distribution of pre and posttest knowledge scores of primary school teachers on behavioral problems of children:

Level of Knowledge	Inadequate		Moderately adequate		Adequate	
	f	%	f	%	f	%
Pre test	3	7.5	35	87.5	2	5
Post test	0	0	4	10	36	90

This table 1.1 shows that the distribution of levels of knowledge before the administration of the structured teaching programme. During the pretest 3 (7.5%) primary school teachers showed inadequate knowledge most of the primary school teachers 35 (87.5) demonstrated moderately adequate knowledge, and 2 (5%) teachers had adequate knowledge regarding behavioral problems during the post- test, 0 (0) were demonstrated inadequate knowledge, 4 (10%) of primary school teachers had moderately adequate knowledge and most of the primary school teachers 36(90%) had adequate knowledge about behavioral problems.

Section III: Comparison of pre-test and post-test knowledge scores of primary schools' teachers on behavioral problems of children.

Table 1.2 Mean, standard deviations and t value of pre and post test Knowledge scores of primary schools' teachers on behavioral problems of children.

S.NO	KNOWLEDGE	MEAN	SD	t' VALUE
1	Pretest	14	3.72	14.02*
2	Post-test	25.29	3.12	

This table shows that the mean pretest score of knowledge was 14, SD 3.72 and a post-test mean score of knowledge was 25.29, SD (3.12). For 39 degrees of freedom at the 5% level of significance, the calculated "t" value was (14.02). Hence the calculated "t" value is more than the table value (2.064). 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.

RECOMMENDATIONS FOR FUTURE RESEARCH:

Based on the findings of the present study, the following recommendations are made:

- A similar study can be conducted in a large group to generalize the study findings.
- The study can be conducted to assess the attitudes and coping strategy of school teachers towards children with behavioral problems.
- A comparative study can be done between urban and rural areas.
- A quasi-experimental study can be conducted with a control group for the effective comparison.
- This study can be conducted as a descriptive study to assess the extent nature of behavioral problems of primary school children.
- A study can be conducted in term of knowledge, attitude, and practice of behavioral modification among school teachers of primary school children.
- A study can be conducted in the community about the prevalence and types of behavioral problems among children.

CONCLUSION:

The study concludes 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.

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CONFLICTS OF INTEREST: There are no conflicts of Interest.

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