



EFFECTIVENESS OF PLANNED TEACHING ON KNOWLEDGE REGARDING AND ATTITUDE TOWARDS BEHAVIORAL PROBLEMS OF PRIMARY SCHOOL CHILDREN AMONG THEIR TEACHERS

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ABSTRACT

Introduction: Teachers are in better position to detect the signs and symptoms of common mental health problems at the earliest stage in the school setting. This study aims at assessing the knowledge and attitude towards behavioral problem of primary school children among their teachers. It evaluates the effectiveness of planned teaching on knowledge and attitude of teachers towards behavioural problems of primary school children. Further, it correlates knowledge with attitude of teachers towards behavioural problems of primary school children.

Method: The study was conducted on 60 primary teachers from selected primary schools. Investigator prepared questionnaire and 5 point likert scale was used to collect data for this one group pre test post test study.

Results: The pre test mean for knowledge and attitude was less (18.58 ± 6.04 , 40.47 ± 8.52) as compared to that of post test mean for knowledge (32.78 ± 2.99 , 66.50 ± 3.92). The difference in the mean for knowledge and attitude was statistically significant at 5% level of significance.

Discussion: These finding are supported by the study conducted to study the effectiveness of structured teaching programme where the pre test mean was less than the post test mean knowledge score ($14.82 + 3.37$, $22.75 + 2.80$). Thus the planned teaching is effective intervention.

KEYWORDS :

1. Introduction

There are 444 million children in India under the age of 18 years. This constitutes 37% of the total population in the country (Census 2011) and information about their mental health need is a national imperative. Identification and handling of behavioral problems of childhood is very essential because nations most important and precious resource is its children who constitute its hope for continued achievement and productivity. Today we are passing through a stage where the mental health of youngsters is a matter of much concern for the educationists, psychologists and sociologists.¹ The teacher plays a significant role in the promotion of the health of children. Teachers spend most of the school hours with children and are familiar with them. They can detect the signs and symptoms of common mental health problems at the earliest stage in the classroom setting.²

2. Problem Statement

Effectiveness of planned teaching on knowledge regarding and attitude towards behavioral problems of primary school children among their teachers.

3. Objectives

1. To assess the pre-test knowledge and attitude towards behavioral problem of primary school children among their teachers.
2. To evaluate the effectiveness of planned teaching on knowledge regarding and attitude towards behavioral problems of primary school children among their teachers.
3. To correlate knowledge with attitude towards behavioral problems of primary school children among their teachers.
4. To associate post test knowledge and attitude with selected demographic.

4. Methodology

Research approach: Interventional analytical approach

Research design: one group pre test and post test research design

Setting of the study: The study was conducted in selected primary schools.

Sample: Primary school teachers.

Sample size: 60 primary school teachers

Sampling technique: Non probability convenience sampling technique

Tool: Structured knowledge questioners and 5 point likert scale including demographic variables will be used for the study.

5. Sampling criteria

Inclusion criteria

1. Primary school teachers who are willing to participate in the study
2. Primary school teachers who are able to read or write Marathi & English.
3. Primary school teachers who are available at the time of data collection.
4. Primary school teachers within the age group of 20 years to 45 years.
5. Both male and female primary school teachers.
6. Both part time and full time teachers.

Exclusion criteria

1. Primary school teachers who have already participated in this type of research study.
2. Those who are related to mental health workers.

6. Result

Result are divided into VII Sections.

SECTION I : DEMOGRAPHIC FINDINGS

- The data regarding age in years of teacher's shows that, 1.66% of them were belonging to the age of 20-25 years, 13.33% were in the age of 26-30 years, 23.33% were in the age group of 31-35 years, 30% were in the age of 36-40 and remaining 31.66% were belonging to the age of above 40 years respectively.
- The data regarding gender of teacher's shows that 15% were males and the remaining 85% were females.
- The data regarding religion of teacher's shows that 76.66% were belongs from hindu religion, 00% were belongs from muslim

religion, 1.66% were belongs from christian religion , 21.66% were belongs from other religion.

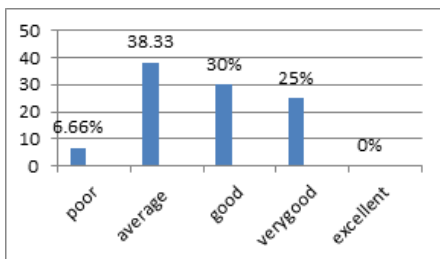
- The data regarding class of teaching of primary school teacher's shows that 21.66% were teach to 1st standard, 28.33% were teach to 2nd standard, 30% were teach to 3rd standard, 26.66% were teach to 4th standard.
- The data regarding monthly income of teacher's shows that, 10 % has a monthly income of less than 5000 rupees, 20% has 5000-10000 rupees and 20% has 10000 to 15000 rupees. And the remaining 50 % has above 15000 rupees, as monthly income.
- The data regarding location of school shows that, 40% school were from urban area and remaining 60 % were from rural area.
- The data regarding type of school shows that, 50% school were private schools and remaining 50% were government school.
- The data regarding educational status of teachers shows that, 55% did D.Ed., 23.33 % did B.Ed., 1.66% did B.Sc., 6.66% did M.Sc., 5% did B.A., 0% did B.Com., 5% did M.A., 0% did M.Com., 0% did Other courses.
- The data regarding information about behavioural problems of primary school children to their teachers shows that, 36.66% have knowledge regarding behavioural problems and 63.33% teachers do not have knowledge regarding behavioural problems.
- The data regarding sources of information about behavioural problems of children to their teachers shows that, 8.33% were from media, 15% were from friends, 1.66% were from health personnel and 11.66% were from family members.
- The data regarding birth order of teachers shows that, 26.66% teacher's birth order were 1st, 31.66% teacher's birth order were 2nd, 21.66% teacher's birth order were 3rd, 20% teacher's birth order were Above 4th.
- The data regarding previous history of teachers regarding behavioural problems shows that, 5% teacher's were suffered from behavioural problems and 95% teacher's did not suffer from any behavioural problem in childhood.

SECTION II : LEVEL OF KNOWLEDGE OF THE PRIMARY SCHOOL TEACHERS REGARDING BEHAVIOURAL PROBLEMS IN PRE-TEST.

n=60

Level of knowledge score	score	Percentage score	Pretest score	
			Frequency	Percentage (%)
Poor	0-9	0-20%	4	6.66
Average	10-17	21-40%	23	38.33
Good	18-24	41-60%	18	30
Very good	25-31	61-80%	15	25
Excellent	32-38	81-100%	0	0
Minimum Score	8			
Maximum Score	31			
Mean Score	18.58±6.040			
Mean Percentage	48.89			

The above table no.1 shows the pre test score, 6.66% of the teacher's had poor level of knowledge score, 38.33% had average, 30% had good, 25% had very good and 0% had excellent level of knowledge score.



Graph. No. 1: Distribution of sample with regard to knowledge regarding behavioural problems of primary school children in pre-test.

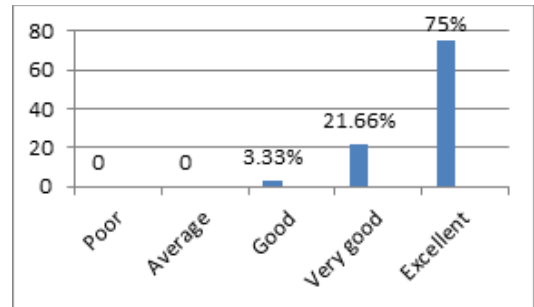
SECTION III : LEVEL OF KNOWLEDGE OF THE PRIMARY SCHOOL TEACHERS REGARDING BEHAVIOURAL PROBLEMS IN POST-TEST.

Table 2 : Assessment of knowledge of the primary school teachers regarding behavioural problems in post-test.

n=60

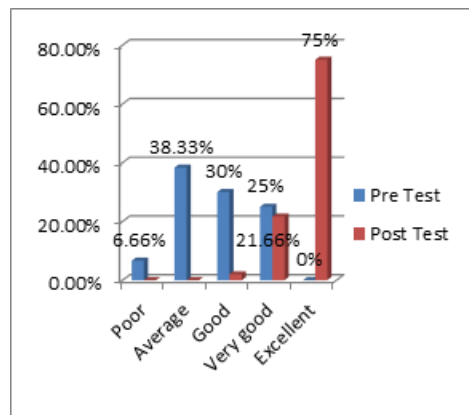
Level of knowledge score	score	Percentage score	Post-test score	
			Frequency	Percentage (%)
Poor	0-9	0-20%	0	0
Average	10-17	21-40%	0	0
Good	18-24	41-60%	2	3.33
Very good	25-31	61-80%	13	21.66
Excellent	32-38	81-100%	45	75
Minimum Score	21			
Maximum Score	38			
Mean Score	32.78 ±2.998			
Mean Percentage	86.26			

The above table no. 2 shows the post test score, 0% of the teacher's had poor level of knowledge score, 0% had average, 3.33% had good, 21.66 % had very good and 75% had excellent level of knowledge score.



Graph. No. 2: Distribution of sample with regard to knowledge regarding behavioural problems of primary school children in post-test.

SECTION IV- COMPARISON OF KNOWLEDGE IN PRE-TEST AND POST-TEST



Comparison of knowledge shows that in pre test score, 6.66% of subjects having poor knowledge, 38.33% having average knowledge, 30% having good knowledge, 25% having very good knowledge, 0% having excellent knowledge. The minimum score was 8; maximum score of pre-test was 31 and mean score was 18.58 but in pos-test score 0% of subjects having poor knowledge, 0% having average knowledge, 2% having good knowledge, 21.66% having very good knowledge, 75% having excellent knowledge. The minimum score was 21; maximum score of pre-test was 38 and mean score was 32.78.

Table no.06. Significance of difference between knowledge score of pre and post test of teacher's knowledge regarding behavioural problems.

Tests	Mean	SD	't'-value	p-value	Significance
Pre Test	18.58	6.040	15.609	0.000	0.000
Post Test	32.78	2.998			

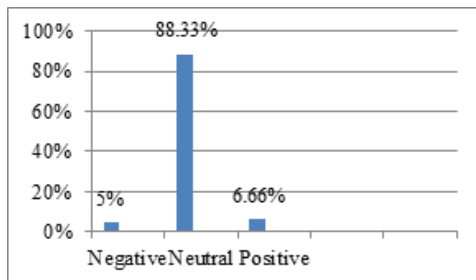
The table no.6 shows that there is a significant difference between pre-test and post-test knowledge scores interpreting effective planned teaching on knowledge regarding behavioural problems of primary school children among their teachers. Mean value of pre test is 18.58 and post test is 32.78 and standard deviation values of pre test is 6.040 and post test is 2.998. The calculated t-value is 15.609 and p-value is 0.000. Hence it is statistically interpreted that the planned teaching on knowledge regarding behavioural problems of primary school children was effective. Thus the H1 is accepted and H₀ is rejected in this study.

SECTION V- ATTITUDE OF THE PRIMARY SCHOOL TEACHERS REGARDING BEHAVIOURAL PROBLEMS IN PRE-TEST.

Table 3: Attitude score of the primary school teachers regarding behavioural problems in pre-test.
n =60

Level of attitude score	Score	Percentage score	Attitude Score	
			Frequency	Percentage
Negative	1-28	0-34%	3	5%
Neutral	29-54	35-67%	53	88.33%
Positive	55-80	68-100%	4	6.66%
Minimum score	23			
Maximum score	72			
Mean score	40.47±8.528			
Mean Percentage	56.20			

The above table no. 3 shows the frequency and percentage wise distribution of teachers according to level of attitude regarding behavioural problems. The levels of attitude were seen into 3 categories, negative, neutral and positive. The result shows that 5% of the teachers were comes under "Negative" score range and 88.33% of the teachers were comes under "Neutral" score range, 6.66% were comes under "positive" score range.



Graph. No. 3: Distribution of sample with regard to attitude regarding behavioural problems of primary school children in pre-test.

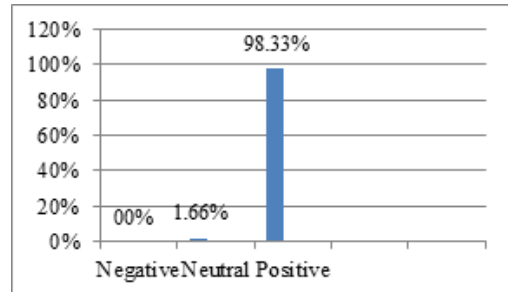
SECTION VI- LEVEL OF ATTITUDE OF THE PRIMARY SCHOOL TEACHERS REGARDING BEHAVIOURAL PROBLEMS IN POST-TEST.

Table 4: Attitude score of the primary school teachers regarding behavioural problems in post-test.
n =60

Level of attitude score	Score	Percentage score	Attitude score	
			Frequency	Percentage
Negative	1-28	1-34%	0	0%
Neutral	29-54	35-67%	1	1.66%
Positive	55-80	68-100%	59	98.33%

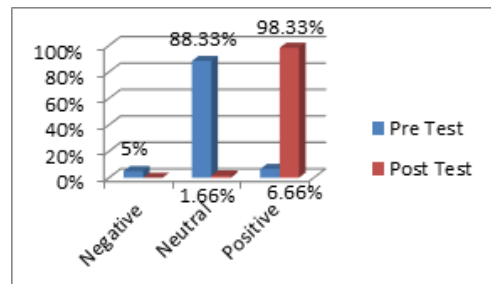
Minimum score	52
Maximum score	72
Mean score	66.50±3.929
Mean percentage	92.36

The above table no. 4 shows the frequency and percentage wise distribution of teachers according to level of attitude regarding behavioural problems. The levels of attitude were seen into 3 categories, negative, neutral and positive. The result shows that 0% of the teachers were comes under "Negative" score range and 1.66% of the teachers were comes under "Neutral" score range, 98.33 % were comes under "positive" score range.



Graph. No. 4: Distribution of sample with regard to attitude regarding behavioural problems of primary school children in post-test.

SECTION VII- COMPARISON OF ATTITUDE IN PRE-TEST AND POST-TEST



Graph no.5 shows that in pre- test score, 5% of the teachers were comes under "Negative" score range and 88.33% of the teachers were comes under "Neutral" score range, 6.66% were comes under "positive" score range. The minimum score was 23; maximum score of pre-test was 72 and mean score was 40.47 but in post-test result shows that 0% of the teachers were comes under "Negative" score range and 1.66% of the teachers were comes under "Neutral" score range, 98.33 % were comes under "positive" score range. The minimum score was 52; maximum score of pre-test was 72 and mean score was 66.50.

Table no. 08. Significance of difference between attitude score of pre and post test of teacher's attitude regarding behavioural problems.

Tests	Mean	SD	't'-value	p-value	Significance
Pre Test	18.58	6.040	17.081	0.000	0.000
Post Test	40.47	2.528			

The table no.08 shows that there is a significant difference between pre-test and post-test attitude scores interpreting effective planned teaching on attitude regarding behavioural problems of primary school children among their teachers. Mean value of pre test is 6.040 and post test is 40.47 and standard deviation values of pre test is 6.040 and post test is 2.528. The calculated t-value is 17.081 and p-value is 0.000. Hence it is statistically interpreted that the planned teaching on knowledge regarding and attitude towards behavioural problems of primary school children was effective. Thus the H₁ is accepted in this study.

7. Discussion

The findings of the study have been discussed in s of objectives, theoretical base and the hypothesis formulated.

The pre test score of knowledge shows that, 6.66% of the teacher's had poor level of knowledge score, 38.33% had average, 30% had good, 25% had very good and 0% had excellent level of knowledge score but the post test score of knowledge shows that, 0% of the teacher's had poor level of knowledge score, 0% had average, 3.33% had good, 21.66 % had very good and 75% had excellent level of knowledge score.

The finding of the study shows that overall knowledge was Average, where there is no significant association between knowledge score and demographic variables and the postnatal mothers does not have certain attitude towards behavioural problems, where there is no significant association between knowledge score and demographic variable.

Pre- test score of attitude shows that, 5% of the teachers were comes under "Negative" score range, 88.33% of the teachers were comes under "Neutral" score range and 6.66% were comes under "positive" score range but Post- test score of attitude shows that, 0% of the teachers were comes under "Negative" score range and 1.66% of the teachers were comes under "Neutral" score range, 98.33 % were comes under "positive" score range.

The pre test score of knowledge shows that, 6.66% of subjects having poor knowledge, 38.33% having average knowledge, 30% having good knowledge, 25% having very good knowledge, 0% having excellent knowledge. The minimum score was 8; maximum score of pre-test was 31 and mean score was 18.58 but in post-test score 0% of subjects having poor knowledge, 0% having average knowledge, 2% having good knowledge, 21.66% having very good knowledge, 75% having excellent knowledge. The minimum score was 21; maximum score of pre-test was 38 and mean score was 32.78.

There is a significant difference between pre-test and post-test knowledge scores interpreting effective planned teaching on knowledge regarding behavioural problems of primary school children among their teachers. Mean value of pre test is 18.58 and post test is 32.78 and standard deviation values of pre test is 6.040 and post test is 2.998. The calculated t-value is 15.609 and p-value is 0.000. Hence it is statistically interpreted that the planned teaching on knowledge regarding behavioural problems of primary school children was effective. Thus the H_1 is accepted and H_0 is rejected in this study.

Pre- test score of attitude shows that, 5% of the teachers were comes under "Negative" score range and 88.33% of the teachers were comes under "Neutral" score range, 6.66% were comes under "positive" score range. The minimum score was 23; maximum score of pre-test was 72 and mean score was 40.47 but in post-test result shows that 0% of the teachers were comes under "Negative" score range and 1.66% of the teachers were comes under "Neutral" score range, 98.33 % were comes under "positive" score range. The minimum score was 52; maximum score of pre-test was 72 and mean score was 66.50.

A study was conducted on behaviour problems in a paediatric outpatient department. A sample of 50 children between the ages of 6-14 years was selected randomly for the study. The data was collected by administering child behaviour check list to children. The study concluded that behaviour problems in the subjects were externalizing ones and the mean score was 40.7 than internalizing problems and the mean score was 10.3.¹

A study was conducted on, Effectiveness of Structured Teaching Programme on Selected Common Behavioural Problems of Children, A one group pre-test post-test pre-experimental design and evaluative approach was adopted. The study was conducted

among 60 primary school teachers conveniently selected from five primary schools of Vadodara. The results of the study shows that in pre test, primary school teachers were having on average 49.40% knowledge regarding selected common behavioural problems of children and mean score was 14.82 ± 3.372 and in post test, average 75.83% knowledge regarding selected common behavioural problems of children and mean score was 22.75 ± 2.802 . T calculated value is 33.233 which is more than the tabulated value of 2.00 at 0.05 level of significance. This study concluded that structure teaching program is effective tools to improve the knowledge of primary school teachers regarding Selected Common Behavioural Problems of Children.³

An intervention study was conducted on early elementary school to reduce conduct problems: A randomized trial with Hispanic and Non-Hispanic children. The study included European American ($n = 116$) and Hispanic ($n = 168$) children from 3 communities were randomly selected to an intervention or no-intervention control condition. Intervention families received parent training, and their children received social behavior interventions and supplementary reading instruction over a 2-year period. The study concluded that at the end of a 1-year follow-up, treated children showed less A teacher-rated internalizing and less parent-rated coercive and antisocial behavior than controls.⁴

A study was conducted on elementary teachers perceptions regarding school behavior problem: implications for school psychological services. The study involved 200 elementary school teachers. The questionnaire was administered to assess casual attributions and goal directed behavior on part of teachers when dealing with classroom misbehavior problems. The study concluded that misbehavior related attributions were significantly associated with teachers preferred practices and suggested that application of psychological principles to education practice should be included.⁴

A study was conducted to assessed teacher's knowledge of children exposure to family risk factors: accuracy and usefulness. The study involved 756 children indicated that teachers had accurate knowledge of children exposure to factors such as adverse life events and family socio economic status, which predicted children mental health problem at 1 year follow up. The study concluded that asking teachers to report children exposure to particular family risk factors is feasible method for identifying children for selective interventions.⁵

A study was conducted to estimated the prevalence of teachers who bully students in school with differing levels of behavioral problems. In this study 214 teachers answered anonymous questionnaire about their perceptions of teachers who bully students and their own practices. Teachers were grouped into whether they taught at low, medium or high suspension rate schools. The study concluded that teachers from high suspension rate schools reported they bullied more students, had experienced more bullying when they were students, had worked with more bullying teachers over the past three years and had seen more bullying teachers over the past year.⁶

A comparative study was conducted on worldwide child and adolescent mental health begins with awareness: a preliminary assessment in nine countries. In this study awareness campaign was conducted among community leaders, health professionals and teachers. The school-based studies were conducted in communities in nine countries. The study concluded that there is an increase in willingness to discuss emotional problems freely and suggested that utility of collaborating with schools so as to foster better child mental health in such under resourced communities.⁷

8. Conclusion

There was significant increase in the knowledge of subjects and subjects shows positive attitude after the introduction of planned teaching . to find the effectiveness of planned teaching "t" test was

applied and the “t” value was calculated, post test score was significantly higher at 0.05 level of significance than that of pre test score and the mean value of post test score is significantly higher than pre test score. Thus it was concluded that planned teaching on behavioural problems of primary school children was found effective as a teaching strategy.

9. Recommendations

Based on the findings of the present study recommendations offered for the future study are:

- Similar study can be conducted on a larger sample.
- A comparative study can be conducted with control group.
- Similar study can be conducted with different population and setting.

10. Reference:

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