

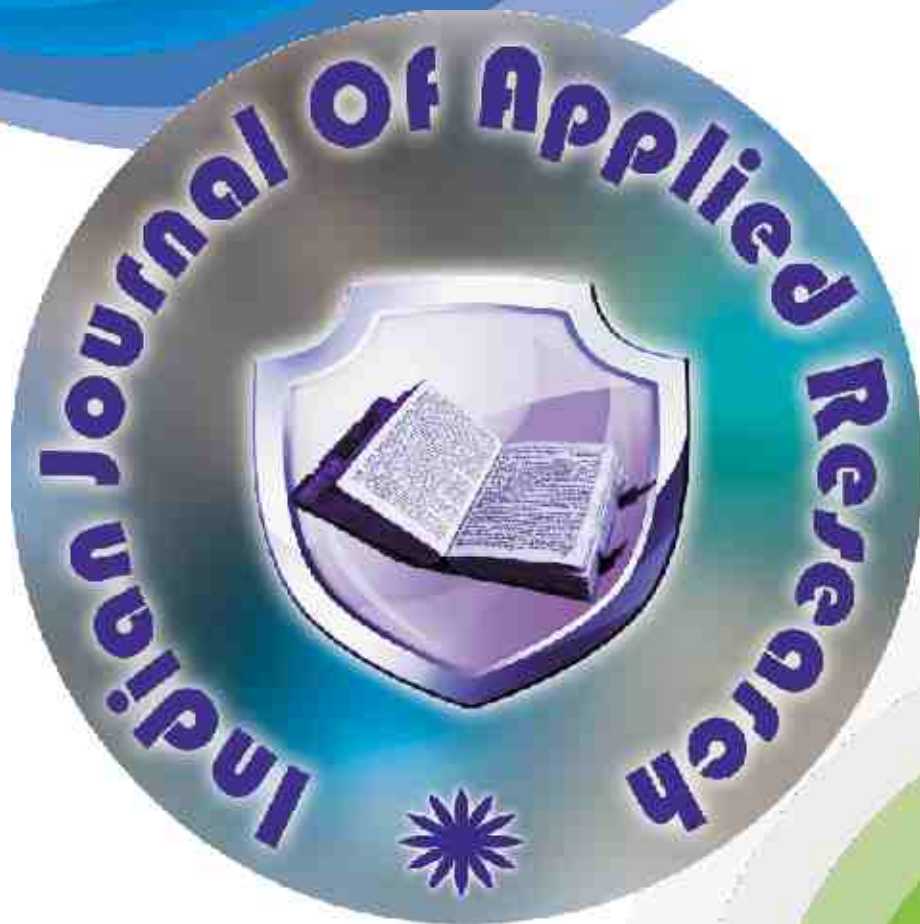
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## Does The Structured Teaching Programme Influence The Knowledge About Physical Wellbeing Of School Children? A Quasi Experimental Study.

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### ABSTRACT

*The present study was aimed at evaluating the effectiveness of structured teaching programme on knowledge of physical wellbeing among children in selected schools of Tamilnadu. A quasi experimental non equivalent control group before -after design was adapted for the study. A sample size of 500 school children were selected through multistage - proportionate sampling technique who were divided into two groups of 250 school children in experimental group, 250 school children in control group. The data were collected by using socio demographic data sheet and knowledge questionnaire on physical wellbeing. Physical wellbeing consisted of four areas of the study such as personal hygiene, environmental hygiene, importance of nutrients and intestinal worm infestation. Pre test was conducted for both the groups and the structured teaching programme on knowledge of physical wellbeing was implemented to school children in the experimental group by using different teaching methods and aids. With an interval of one week post test was conducted for both the groups. And with an interval of three months a follow post test was conducted to experimental group. The collected data were analyzed by using descriptive and inferential statistics. The findings showed that the pre test scores on knowledge of physical wellbeing among the school children in experimental and control groups were equal about the post test scores were increased in the experimental. It proved that the structured teaching was effective. It was also seen that there was statistically significant association between the few study findings and the socio demographic variables. It could be concluded that structured teaching programme was effective in increasing the knowledge of school children towards physical wellbeing.*

### Keywords :

#### Introduction

Physical well-being in school children includes the growth and physical development. For overall development of the school children the prime need is to be physically fit. School children of today are tomorrow's citizens. School going period is relatively safe from health point of view. Major health problems of school children, include lack of personal hygiene, nutritional deficiencies, worm infestation, dental problem, dermatological disorders. School children, especially in the age group of 8 years and above, need to be provided with assessment to create awareness of physical well being and to be guided in their health care practices.

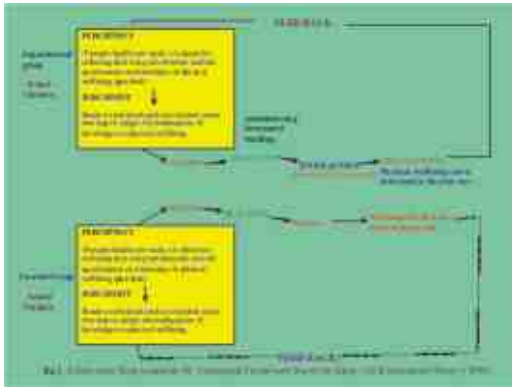
Suraj Gupta (2006) describes school children of 8 - 10 years old are in the stage of striving independence in their activities and they feel and want to be free. So they tend to skip all the good things in their life. There comes the need for guiding and supervising them to lead a healthy wellbeing. Other than the parent and family, nurses are responsible to help the school children through community participation, to maintain their health. With this in mind the present study has included personal hygiene, environmental hygiene, importance of nutrients and intestinal worm infestation in physical well-being as four dimensions.

#### Materials And Methods

A quasi experimental non equivalent control group before - after design was adapted for the study. School children studying from IV to VI standard in Government schools, Bargur who met the selection criteria comprised the sample. A sample size of 500 school children were selected through multistage - proportionate sampling technique, who were divided into two groups of 250 school children in experimental group, 250 school children in control group. Ethical clearance was obtained from the concerned authorities before the data collection. Based on review of literature a tool on socio demographic data and knowledge on physical wellbeing was developed. Pre test was conducted for both the experimental and control groups. Structured teaching programme on knowledge of physical wellbeing was implemented to school children in the experimental group by using different teaching methods and visual aids. Four sessions of structured teaching programme on physical wellbeing was implemented in four days with 45 minutes per session, into four batches of students per day. Each batch consisted of 60-63 students. Demonstration, group discussion and lecture methods were used for the teaching programme. Power point slides, posters and charts were used as teaching aids to enhance the understanding of the school children.

With an interval of one week post test was conducted for both the groups. And with an interval of three months a follow up post test was conducted in the experimental group. Learning materials and special classes to the control group was implemented after completing the main study.

With an interval of one week post test was conducted for both the groups. And with an interval of three months a follow up post test was conducted in the experimental group. Learning materials and special classes to the control group was implemented after completing the main study.



**Results**

The collected data were analysed using descriptive statistics (Mean, Percentage, Standard deviation) and Inferential statistics (Paired't test, ANOVA & Mann Whitney U test).

The data of knowledge on various dimensions of physical wellbeing obtained before and after the structured teaching programme of both the groups were analyzed by using paired'- test and

ANOVA to find out the level of significant difference within the groups of experimental and control groups.

Mann Whitney U test was used to find out the level of significant difference between experimental and control groups.

The findings showed that the pre test scores on knowledge of physical wellbeing among the school children in experimental and control groups were equal.

Objective 1: To assess the knowledge on physical wellbeing among school children in experimental and control group.

Table.1: Dimensionwise Distribution of Pre Test and Total Scores of Knowledge on Physical wellbeing.

Dimensions of Physical Wellbeing (N=500)	Experimental Group n=250		Control Group n=250	
	Knowledge Score	Grade	Knowledge score	Grade
Personal Hygiene	15	average	16	average
Environmental Hygiene	14	poor	12	poor
Importance of Nutrients	14	poor	12	poor
Intestinal Worm infestation	17	average	17	average
TOTAL	15	POOR	14.25	POOR

Maximum score = 45

Knowledge score                      Grade  
 0-15                                      Poor (upto 33%)  
 15-30                                      Average (33-66%)  
 30-45                                      Good (66-100%)

Table.1 highlighted the total pre test mean scores in experimental group were 15 and in the control group were 14.25. It showed that the school children both in the experimental and control group had poor knowledge regarding physical wellbeing.

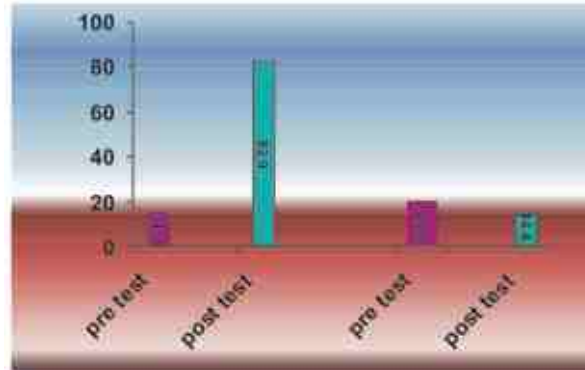
Objective 2: To evaluate the effectiveness of structured teaching programme on knowledge of physical wellbeing in

the experimental group.

Table 2 Comparison of pre & post test knowledge scores on various dimensions of significant p<0.05 level.

Dimensions of Physical Wellbeing (N=500)	Experimental Group n=250				Control Group n=250				Z value
	Pretest score	grade	Posttest score	grade	Pretest score	grade	Posttest score	grade	
Total score	15	poor	82.9	good	14.25	poor	14.4*	poor	-1.9 *

Figure 2 Clustered Columns showing knowledge score gain in experimental and control group.



Experimental Group                      Control Group

Table 2 & figures 2 highlighted the comparison of total pretest and post test scores between experimental group and control group. It revealed that

Mann Whitney U test was significant at p < 0.05 as the Z value for knowledge was -1.9. The findings revealed that the school children had a good knowledge gain in experimental group than in the control group due to the structured teaching programme.

Objective 3: To associate the level of knowledge on physical wellbeing with the socio demographic data.

There was statistically significant association between the sex and education status of the school children with their knowledge scores of personal hygiene. With that of environmental hygiene there was a significant association between sex, education and nature of the family with their knowledge scores. With that of importance of nutrients there was a significant association between the domicile, mother's education & occupation and nature of family with their knowledge scores. There was no significant association of selected socio demographic variables with the knowledge scores on intestinal worm infestation. It could be concluded that structured teaching programme was effective in increasing the knowledge of school children towards physical wellbeing.

Findings have implications for nursing practice, nursing education, nursing administration and nursing research.

**Discussion**

The most cost-effective method to improve the standard of living is by importance of good hygiene teaching. In this context the present study is an example. The findings of the study showed statistically significant difference between pre and post test scores in the experimental group. Doubay et al (2008) evaluated the effectiveness of structured teaching programme on knowledge of oral hygiene, bathing and toilet hygiene among 50 tribal school children in Bhutan. Study findings showed that there was statically significantly difference between pre and post test scores.

A comparative study to evaluate the effectiveness of structured teaching on programme on knowledge of environmental hygiene among school children aged 6-12 years in 158 selected school of Hyderabad, was conducted by Renu et al (2008). The pretest scores of both the groups was not significant at P>0.01 whereas the posttest scores of intervention group was significant at P <0.01.



Another study conducted by Cathriene etal (2008) to evaluate the efficacy of teaching intervention on knowledge regarding importance of nutrients in selected schools of New Delhi among 100 school children. The study findings revealed that the post test scores were higher than the pre test scores. The study concluded that the teaching was effective.

School based interventions to enhance knowledge on management of intestinal worm infestation was carried out by Yuan, etal (2008) in Huna,China. The results showed significant changes among children and parents in the experimental group related to knowledge of the disease.

All the above mentioned studies indicated that carefully designed education programmes were useful for providing health education to the children on physical wellbeing. In the present study the pre test findings gave judgment that, the

subjects required information on physical wellbeing and the post intervention scores in turn led to continue the cycle of interactional process between the helper and helped, which justified for the need for the structured teaching.

#### **Conclusion:**

Nurses equipped with teaching techniques were found to be competent in providing structured teaching programme. The present study showed that, one such structured teaching programme was improving the knowledge of school children about physical wellbeing. Such nursing intervention would pave way for reducing morbidity and strengthening the wellbeing among school children.

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