



Nursing

“A STUDY TO EVALUATE EFFECTIVENESS OF SELF INSTRUCTIONAL MODULE ON KNOWLEDGE IN RESPECT TO SCHOOL PHOBIA AMONG PRIMARY SCHOOL TEACHERS AT SELECTED PRIMARY SCHOOLS OF KARAD CITY.”

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ABSTRACT **Objectives** (1) To assess baseline knowledge in respected to school phobia among primary school teachers. (2) To evaluate effectiveness of self instructional module on knowledge regarding school phobia among primary school teachers. (3) To find the association between knowledge regarding school phobia among primary school teachers and selected demographic variables.

Methodology: Research design one group pre test post test design Research Design. Population of the study was primary school teachers, 40 teachers selected by purposive sampling technique at selected primary schools in Karad city. Structured questionnaire were used which consist of demographic data and questionnaire regarding knowledge of school phobia. The collected data were studied and analyzed in terms of objectives of the study using descriptive and inferential statistics.

Results: The mean pretest knowledge score 13.425 and posttest mean score 18 the calculated t value was 12.914 was found significant at $p < 0.05$ level. The values revealed that there was a statistically significant difference in pretest and posttest knowledge score among primary school teachers.

Conclusion: Self instructional module was effective to improve the knowledge regarding school phobia among primary school teachers.

KEYWORDS : Self Instructional Module, Knowledge, School Phobia And Primary School Teachers

Introduction

Childhood days are very important in one's life. During this time, parents and teachers play an important role in moulding the children's attitude, behavior, discipline and character. The welfare of children is a particular strength. Children are exceptionally well nurtured and cared for make excellent relationships with both adults and other children. School phobia or school refusal, is an abnormal, persistent fear of attending school. Children 5-17 years of age may manifest some signs of school refusal, but it is most common when a child undergoes transition, such as 5-6 years old or 14-15 years old. Though most children may at one point manifest some signs of school refusal without requiring treatment, it is important for parents/guardians, teachers, and school nurses/guidance counselors to know what to look for nonetheless.¹

The most internalizing behaviour problems are generalized worrying, social anxiety with isolation, depression, fatigue and physical complaints (examples stomach aches, nausea, tremors and headaches). The post prevalent externalizing problems are tantrums (including crying and screaming), verbal and physical aggression and oppositional behaviour.²

Although school phobia and avoidance may appear to be a very simple or concrete issue to resolve, it is often misunderstood and consequently minimized or mistreated without proper intervention, the student's attendance further deteriorates, his/her school anxiety issues further increases and this cycle is perpetuated. Ultimately, the school phobia and avoidance is exacerbated over time and can result in clinical depression. School phobia (school refusal or school avoidance) occurs in 5% of children.³

Primary school teacher a main role in prevention of school phobia because they are sensitize and practice the student to established a positive attitude towards problem and encourage them to share their emotional problem. Teachers are held accountable and responsible for participating quality improvement activities thus ensuring improved mental health outcomes.

The study of school phobia is important to deal understandingly and sympathetically with school phobic children. It can motivate the parents and teachers work together to provide a positive and safe environment for the children. Teachers are staying many hours with the children when comparing with their parents. Hence the investigator

would like to assess the knowledge of primary school teachers regarding school phobia.

Methods: Pre-Experimental- One group pre-test-post test design was adopted to assess the effectiveness of self instructional module regarding knowledge of school phobia among primary school teacher in Karad city. Population of the study was primary school teachers, 50 teachers selected by purposive sampling technique at selected primary schools in Karad city. Teachers who have degree in B.Ed. or D.Ed. or bachelor degree in arts or science, who are willing to participate in the study and who have at least one years experience of teaching primary school children were included in the study. Teachers who have undergone in any psychology, Teachers who have attended special training in related areas of child behavioral problems were excluded. Structured Knowledge Questionnaire was prepared by researcher, It consists of 25 items divided in to 2 areas they were, Questions On Knowledge Of School Phobia Knowledge On School Phobia.

Results:

Table 1:- Distribution of frequency and percentage of primary school teacher according to socio demographic variables.

Sr.No.	Demographic Variables.		Frequency	Percentage
1	Age	20-30yrs	10	25%
		30-40yrs	23	57.5%
		40-50yrs	03	7.5%
		50yrs & above	04	10%
2	Sex	Male	1	2.5%
		Female	39	97.5%
3	Religion	Hindu	35	87.5%
		Christian	01	2.5%
		Muslim	04	10%
		Others	0	0
4	Marital Status	Married	33	82.5%
		Unmarried	06	15%
		Widow	01	2.5%
		Others	00	00%
5	Professional Qualification	D.Ed.	31	77.5%

6	Experience In Years	B.Ed.	5	12.5%
		M.Ed.	1	2.5%
		Other	3	7.5%
		1-5 yrs	22	55%
		6-10 yrs	06	15%
		11-15 yrs	02	5%
		Above 15 yrs	10	25%

Distribution of primary school teacher according to socio demographic variables.

The data presented in table 1 reviles classification of primary school teacher by Age, Sex, Religion, Marital Status, Education Qualification, and Experience in year. Maximum number of 23 (57.5%) school teacher belongs to the age group of 30-40 yrs and minimum 4 (10%) were above 50 years of age , Majority of teachers 39 (97.5%) were female and 1 (2.5%) were male, Majority of school teachers 35 (87.5%) were Hindu and minimum 1(2.5 %) were christen , Majority of school teachers 33 (82.5%) were married and minimum 1 (2.5 %) were widow ,Majority of school teachers 31(775%) were D.Ed and minimum 1(2.5%) were M.Ed, majority of school teacher 22(55%) were having 1-5 years experience and minimum 2 (5%) were having 11-15 years experience.

Table No:6 Distribution Of Frequency And Percentage Total Knowledge Score of Primary School Teacher On A School Phobia N=40

Knowledge Score	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Good	7	17.5%	34	85%
Average	24	60%	5	12.5%
Poor	9	22.5%	1	2.5%

Table no. 6 reveals that in pre-test majority 24 (60%) primary school teacher had average knowledge, 7 (17.5%) had good knowledge and 9(22.5%) had poor knowledge regarding Knowledge Score Of Primary School Teacher On A School Phobia; where as in post test knowledge, 34(85%) had good knowledge and 5(12.5%) had average knowledge, 1 (2.5%) had poor knowledge regarding knowledge score of primary school teacher on a school phobia.

Table 5: Comparison of pretest and posttest knowledge score among primary school teacher on a school phobia

Phase	Mean	SD	Mean difference	Paired t test
Pretest	13.425	2.561	4.575	t=12.914
posttest	18	2.196		p<0.0001 significant

Paired 't' value is 12.914, p<0.0001

The above table shows that knowledge regarding school phobia among primary school phobia after self instructional module of 40 samples with difference mean of 4.575 and standard division of 0.365 the computed" T "test statistic value is 12.914 since the" p "value of test is less than 0.05 the null hypothesis is rejected at the 95 % of confidence level. It shows that the self instructional module is effective method for improving the knowledge of primary school teacher on treatment of school phobia.

Table :-8 Association between pre test knowledge scores of primary school teacher about school phobia with selected demographic variables.

Sr. No	Socio Demographic Variables	Pre-test knowledge			Chi Square Value	P Value	Df
		Good	Average	Poor			
01	Age	1	5	4	7.950 (NS)	0.2418	6
	20-30yrs	3	17	3			
	30-40yrs	1	1	1			
	40-50yrs	2	1	1			
	50yrs & above						
02	Sex	1	0	0	4.835 (NS)	0.0891	2
	Male	6	24	9			
	Female						
03	Religion	4	23	8	8.886 (NS)	0.0640	4
	Hindu	1	0	0			
	Christian	2	1	1			
	Muslim	0	0	0			
	Others						

04	Marital Status	5	20	8	5.002 (NS)	0.2871	4
	Married	1	4	1			
	Christen	1	0	0			
	Muslim	0	0	0			
	Other						
05	Professional Qualification	6	22	3	22.329 (S)	0.0011	6
	D.Ed.	0	2	3			
	B.Ed.	1	0	0			
	M.Ed.	0	0	3			
	Other						
06	Experience In Year	2	15	5	4.772 (NS)	0.5733	6
	1-5 yrs	1	4	1			
	6-10 yrs	1	1	0			
	11-15 yrs	3	4	3			
	Above 15 yrs						

The findings in the table 8 reveals that the variables age, sex, religion, marital status, experience in years in relation with the pretest knowledge of primary school teacher are independent of each other and there is a significant association between pre test knowledge scores on school phobia of primary school teacher with professional qualification.

DISCUSSION

Area wise frequency and percentage distribution of knowledge scores of primary school teacher regarding treatment of school phobia revealed that in pre test majority 22(55%) primary school teacher had good knowledge, 11 (27.5%) had average knowledge and 7(17.5%) had poor knowledge; where as in post test 19(47.5%) had good knowledge, 17 (42.5%) had average knowledge and 4(10%) had poor knowledge regarding treatment of school phobia.

CONCLUSION

Based on the findings the result of the study shows that the total pretest means knowledge score of the primary school teachers were 13.425, which indicate that the primary school teacher had inadequate knowledge in respect to school phobia. In the posttest the mean knowledge score of the primary school teacher was 18 in which there is a significant difference of 4.575 which is a net benefit to the primary school teacher due to the effectiveness of self instructional module (SIM) .There was a significant relationship between knowledge of primary school teacher regarding school phobia regard to professional qualification (22.329) .Thus it was inferred that the self instructional module (SIM) was effective to improve primary school teacher knowledge regarding school phobia.

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