



TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON THE KNOWLEDGE REGARDING BEHAVIORAL PROBLEMS OF SCHOOL GOING CHILDREN AGE GROUP OF 6-10 YEARS AMONG THE PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS OF NASHIK

Nursing

Mr. Hemant Prashuram Dange* Assistant Professor/Lecturer Department of Mental Health Nursing MVP'S Institute of Nursing Education Nashik. *Corresponding Author

Ms. Urvashi Rai Final Year Basic B.Sc. Nursing MVP, INE, Nashik

ABSTRACT

Introduction: Children's are the most important asset and wealth of the nation. Healthy children make healthy nation. Children under the 15 year of age constitutes about the 40% of the population. The quality of childhood one who has lived will determine the ultimate nature of the childhood. It is generally noted that in developing countries more and more children brought into the school system but at the same time every section of the school is likely to around 15- 20 % of the students who are not able to maintain a satisfactory scholastic progress. **Material and Method:** Evaluative research approach and pre experimental research design was used. The subject for the study was n=30 primary school teachers by using simple random sampling technique. Effectiveness was analyzed by structured teaching programme with the help of questionnaire. The data was analyzed by using descriptive statistic that is in frequency, percentage, mean and standard deviation and inferential statistic, chi- square test to find out association between post test knowledge score of primary school teachers with selected demographic variables. **Results:** Study findings reveals that structured teaching programme developed by the researcher was found effective and significant association found between educational status, year of teaching experience and source of knowledge (Df =1, Table value=3.84, p<0.05). **Conclusion:** The study concludes that structured teaching programme developed by the researcher was found effective in increasing the knowledge of primary school teachers regarding the behavioral problems in school going children's.

KEYWORDS

Behavioral problems, Children, Primary School Teachers.

INTRODUCTION

Children's are the most important asset and wealth of the nation. Healthy children make healthy nation. Children under the 15 year of age constitutes about the 40% of the population. The quality of childhood one who has lived will determine the ultimate nature of the childhood. Nowadays because of rapid industrialization and urbanization majority of young couples are employed so unavoidably they get less time to look after their children's. Under these circumstances emotional, behavioral and psychiatric problems are on rise among children's.¹

Mental health services facilities available in India are very few. Although children institute 40% of the population of India, there are very low child guidance facilitates to provide psychological care to the behaviorally disturbed children. It is generally noted that in developing countries more and more children brought into the school system but at the same time every section of the school is likely to around 15- 20 % of the students who are not able to maintain a satisfactory scholastic progress. Therefore the teacher becomes vital in safeguarding the mental health of the children.

Mr. Sandeep Garg, Arpan Pandya, Ravindra H N (2017) students of Sumandeep Nursing College Gujarat conducted a study to assess the knowledge of primary school teachers regarding common behavioural problems of children's. The results of the study shows that pre-test of primary school teachers were having an average 49.40% knowledge regarding common behavioural problem of the children's and mean score was 14.82±3.307 and in post test average 75.83 knowledge regarding common behavioural problems of children's and mean score was 22.75±2.802. The results of the study were concluded that STP was effective to improve the knowledge of primary school teachers regarding common behavioral problems of children's.¹

Farsi and Salma (1997) studied prevalence of sucking habits shows that it varies from one population to another. The purposes of this study were to: 1) determine the prevalence of sucking habits among preschool Saudi children living in Riyadh City, 2) assess the influence of some cultural factors on that prevalence, and 3) to study the effect these habits might have on the primary dentition with cross-sectional study survey questionnaire and clinical examination of 583 Saudi children aged 3-5 years using a stratified cluster random sampling technique and found that sucking habits were only related to parent's education and the child feeding methods without significant effect of gender or birth rank or family income. The only measurable effect of previous sucking habits was more open bite.²

M S Bhatia, et all (1990) done a study on Prevalence of temper tantrums of a total of 800 children aged (3 to 12 Years) attending a Paediatric OPD, 182 (22.8%) were found to be having a temper tantrums. Temper tantrums were found to be the most common at 3-5 years (75.3%) and less common at 6-8 Years (20.8%) and least common at 9-12 Years (3.9%).³

Mr. Priyesh Bhanwara (2011) Quasi Experimental Study conducted to assess the planned health teaching among School teachers regarding behavioural problems in Pune to achieve objective of the study among 60 samples and found that the planned teaching is effective in increasing the knowledge of teachers regarding behavioural problem.4

School teacher is the second mother of every child so children's listen to every point that teacher teaches the unhealthy child cannot be expected to take full advantage of schooling. A growing understanding of the emotional, physical and normal nature of the children is a essence of professional teaching ability. It is suggested that the health workers and school teachers must be trained to identify child neglect and abuse and to refer cases to the appropriate community agencies.

Present study was develop to assess the effectiveness of structured teaching programme on the knowledge regarding behavioural problems of school going children age group of 6-10 years among the primary school teachers and to find out association between post test knowledge score with selected demographic variables.

OBJECTIVES:

1. To assess the pre-test knowledge score among primary school teachers related to behavioural problems of primary school children's between age group of 6-10 years.
2. To assess the post-test knowledge score among primary school teachers related to behavioural problems of primary school children's between age group of 6-10 years.
3. To find out association between post test knowledge score of primary school teachers with selected demographic variables.

MATERIAL AND METHOD:

Evaluative research approach and pre experimental research design was used. The subject for the study was n=30 primary school teachers by using simple random sampling technique. Section –I demographic variables of primary school teachers; Section –II Structured knowledge questionnaire includes the 35 questions on the meaning of behavioural problems, causes of behavioural problems, clinical manifestation of behavioural problems and its treatment which is

scored as < 9 Poor; 10-18 Average; 19-27 Good and 28-35 Excellent.

INCLUSION CRITERIA:

1. Primary school teachers
2. Willing to participate in the study

EXCLUSION CRITERIA:

1. Secondary school children's.
2. Nor given consent for the study.

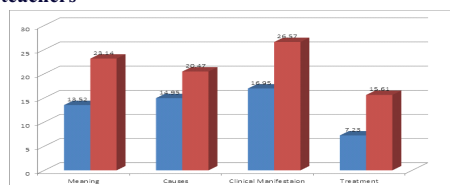
SATTISTICALANALYSIS:

The collected data was organized, tabulated and analyzed by using descriptive statistic that is in frequency, percentage, mean and standard deviation and inferential statistic chi- square test to find out association between post test knowledge score of primary school teachers with selected demographic variables.

RESULTS:

Demographic finding includes highest percentage (46.66%) belongs the age group 25-30 years. Majority of the sample (80%) were belongs to the Hindu religion. Highest percentage of educational status of the samples were (70%) from D.Ed. education. Most of the samples (80%) were having teaching experience of 1-5 years.

Figure No.1: Pre test and post Test knowledge score of primary school teachers



Pre test and Post test knowledge score of Primary School Teachers

Table No 1: Distribution of mean and SD level of primary school teachers

Sr No	Content	Mean	SD
1	Pre- Test	18.26	2.86
2	Post Test	28.96	1.94

Table No 2: Association between post test knowledge score of primary school teachers with selected demographic variables

Sr No	Demographic Variables	Y2
1	Age	3.47
2	Religion	1.15
3	Education	4.02
4	Year of Teaching Experience	3.92
5	Source of Knowledge	4.04

(Df=1, Table value=3.84, $p < 0.05$)

Association between post test knowledge score of primary school teachers with selected demographic variables was calculated by the chi square and found significant between educational status, year of teaching experience and source of knowledge.

CONCLUSION:

From the above all findings it is to be concluded that structured teaching programme developed by the researcher was found effective in increasing the knowledge of primary school teachers regarding the behavioural problems in school going children's.

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