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QUASI-EXPERIMENTAL STUDY ON THE EFFECTIVENESS OF PLANNED TEACHING PROGRAMME ON KNOWLEDGE REGARDING PSYCHOLOGICAL PROBLEMS OF PRIMARY SCHOOL GOING CHILDREN, AMONG PRIMARY SCHOOL TEACHERS WORKING IN SELECTED SCHOOLS, AGARTALA, TRIPURA

Mental Health Nursing

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ABSTRACT

A quasi-experimental study was conducted to assess the effectiveness of planned teaching programme on knowledge regarding psychological problems of primary school going children, among primary school teachers working in selected schools, Agartala, West Tripura. The main objective of the study was to assess the effectiveness of structured teaching programme on knowledge regarding psychological problems of primary school going children, among primary school teachers working in selected schools. The conceptual frame work was used based on open system model of JW Kenny. **Methodology:** A quasi-experimental study with non-randomized control group design was adopted by the researcher. In this study the sample were both male and female primary school teachers from various primary schools of west Tripura district. **The sample size** was 60 (30 experimental & 30 control), selected by convenient sampling technique. The data was collected by structured knowledge questionnaire and reliability of tool was 0.81 which was calculated by using split-half method with spearman brown's formula. **Result:** The finding of the study denoted that in experimental group the mean improvement score of knowledge was 10.07. Paired 't' test shows that calculated value (11.55) is greater than the tabulated value (2.05) and in control group the mean improvement score of knowledge was 0.03. Paired 't' test shows that the calculated value (0.112) is lesser than the tabulated value (2.05). Comparison of statistical significance of post-test level of knowledge has been done by individual 't' test which denoted that the Mean and Standard deviation of post-test score of experimental group was 23.27 ± 4.53 and in control group was 13.23 ± 1.59 and the mean difference was 9.94. Whereas individual 't' test shows that calculated value (11.32) is greater than the tabulated value (2.0001) and P-value is <0.01, which was significant at 0.05 level, indicates the structured teaching programme was effective for experimental group. There was association between pre-test level of knowledge with demographic variable Gender and type of family at 0.05 levels in experimental group and with Education and exposure to any programme on psychological awareness before at 0.05 level in control group. **Conclusion:** The study has implicated on nursing education, nursing administration, nursing research, nursing practice. This study can be repeated with large sample in another setting with other teaching strategies.

KEYWORDS

Knowledge Enhancement, Psychological Problems, Primary School Teachers

INTRODUCTION

In contemporary educational landscapes, the mental health and well-being of primary school-going children are increasingly recognized as crucial factors influencing academic performance and overall development. The prevalence of psychological problems among this demographic necessitates an informed and proactive approach by primary school teachers. Consequently, this quasi-experimental study is designed to assess the effectiveness of a planned teaching program aimed at enhancing the knowledge of primary school teachers regarding psychological problems in children.

Primary school teachers play a pivotal role in identifying and addressing psychological issues faced by their students. The demanding academic environment, coupled with societal changes, has led to an escalation in various psychological problems among primary school children. These challenges encompass a spectrum of issues, including but not limited to stress, anxiety, behavioral disorders, and learning disabilities. Recognizing these concerns, it becomes imperative to equip primary school teachers with the necessary knowledge and skills to identify, understand, and manage psychological issues effectively.

In essence, the proposed study addresses a critical gap in current educational practices by focusing on the knowledge enhancement of primary school teachers regarding psychological problems in children. By doing so, it seeks to create a more informed, empathetic, and effective teaching force that can positively impact the mental health and educational outcomes of primary school students.

OBJECTIVES OF THE STUDY

1. To assess the level of knowledge of primary school teachers regarding psychological problems in primary school going children.
2. To find out the effectiveness of planned teaching programme regarding psychological problems of primary school going children, among primary school teachers
3. To determine the association between pre-test level of assessment of psychological problems of primary school going children, among primary school teachers with selected socio demographic variables.

METHODOLOGY

The research design chosen for this study is a quasi-experimental design, as it aligns with the study's purpose.

Research Design:

The quasi-experimental design involves two groups (experimental and control) selected without randomization. Pre-tests were conducted for both groups before the implementation of the structured teaching program (STP). The experimental group received the STP, followed by a post-test for both groups after seven days to evaluate the impact.

Research Setting:

The study was conducted in six primary schools in Agartala, West Tripura. Selection criteria included availability of subjects, feasibility, administrative approval, accessibility, time economy, and investigator familiarity with the setting.

Population:

The population comprised primary school teachers in Agartala, West Tripura, teaching students from classes I to V.

Sample and Sampling Techniques:

A non-probability (convenient) sampling technique was employed. The sample size consisted of 60 primary school teachers, with 30 in the experimental group and 30 in the control group.

Criteria for Sample Selection:

Inclusion criteria involved primary school teachers teaching classes I to V, both genders, proficiency in English and Bengali, and willingness to participate. Exclusion criteria included teachers not in the primary section or those not physically fit.

Data Collection Instruments:

A structured knowledge questionnaire was employed, consisting of socio-demographic data and 32 multiple-choice questions. The tool was validated through content validity, achieving a Content Validity Index (CVI) of 0.9 Reliability was assessed, yielding a reliability coefficient of 0.81 through split-half method. Structured Teaching Programme (STP): The STP was developed based on literature review, expert opinions, and the researcher's experience. It covered topics such

as psychological problem definition, causes, common habits, hyperactivity, temper tantrums, emotion and communication problems, and learning issues.

Pilot Study:
A pilot study was conducted in one school to assess feasibility, administration, and measurement. Six primary school teachers participated, and the tool's reliability coefficient was found to be 0.81.

Ethical Consideration:
Ethical considerations were prioritized, including obtaining approvals from relevant authorities, seeking informed consent from participants, ensuring voluntary participation, and maintaining confidentiality**.**

RESULTS:
The demographic characteristics of the study participants, categorized into the experimental group (n=30) and the control group (n=30), reveal noteworthy trends. In terms of gender distribution, the experimental group is evenly split, with 50% male and 50% female participants, while the control group predominantly comprises males (93.3%). Religion-wise, all respondents in both groups identify as Hindu, reflecting religious homogeneity. Regarding educational qualifications, the experimental group exhibits a balanced distribution between graduates (46.7%) and those with post-graduate or higher qualifications (53.3%), whereas the control group leans slightly towards graduates (53.3%). The majority of participants in both groups are married, constituting 93.3%, with a minimal percentage of unmarried individuals at 6.7%. In examining the family structure and size within the experimental and control groups, distinct patterns emerge. The majority of participants in both groups belong to nuclear families, constituting 90% in the experimental group and 83.3% in the control group, indicating a prevalent family structure. Conversely, joint families are less common, accounting for 10% in the experimental group and 16.7% in the control group. When considering the number of children, a diverse distribution is observed. In the experimental group, 20% have no children, 53.3% have one child, and 26.7% have two children. Similarly, in the control group, 10% have no children, 56.7% have one child, and 33.3% have two children.

Table-1 Pre-test and post-test level of knowledge of respondents in experimental & Control group.

Group	Level of Knowledge	Mean	SD
Experimental	Pre test	12.47	1.36
	Post test	23.17	4.53
Control	Pre test	13.20	1.35
	Post test	13.23	1.59

Table-2 Paired t test analysis of Pre-test and post-test level of knowledge of respondents in experimental & Control group.

Group	Mean difference	Paired 't' test		P-value
		Calculated value	Table value (df)	
Experimental	10.7	11.55	2.05 (29)	<0.01 (S)
Control	0.03	0.112	2.05 (29)	0.91 (NS)

In the experimental group, the paired t-test revealed a substantial mean difference of 10.7 between pre-test and post-test knowledge levels, with a calculated t-value of 11.55 ($p<0.01$), indicating a significant improvement. Conversely, the control group exhibited a negligible mean difference of 0.03, with a non-significant t-value of 0.112 ($p=0.91$), suggesting minimal change.

The **Individual 't' test** comparison of post-test knowledge levels in the experimental and control groups (n=60) revealed significant differences. The experimental group exhibited a mean of 23.17, with a substantial mean difference of 9.94 and a calculated t-value of 11.32 ($p<0.01$), indicating statistical significance (S). In contrast, the control group had a lower mean of 13.23, with a mean difference of 1.59 and a non-significant t-value of 2.0001 ($p>0.01$). These results suggest the structured teaching program significantly improved knowledge in the experimental group compared to the control group.

In the experimental group, a significant association was observed between pre-test knowledge scores and gender (χ^2 value = 6.65, df = 1) as well as type of family (χ^2 value = 4.35, df = 1) at the 0.05 significance level. Consequently, the null hypothesis (H02) is rejected for the demographic variables of gender and type of family, and the research hypothesis (H2) is accepted. However, no significant association was found between the pre-test knowledge scores of primary school teachers and other socio-demographic variables, including age, education, marital status, number of children, experience of job, and identification of psychological problems among students.

In the control group, a significant association was found between pre-test knowledge scores and education (χ^2 value = 4.69, df = 1) as well as exposure to any psychological awareness program (χ^2 value = 5.35, df = 1) at the 0.05 significance level. As a result, the null hypothesis (H02) is rejected for the demographic variables of education and exposure to any psychological awareness program, and the research hypothesis (H2) is accepted. However, there was no significant association between the pre-test knowledge scores of primary school teachers and other socio-demographic variables, including age, marital status, number of children, experience of job, and identification of psychological problems among students.

CONCLUSION:
This research revealed that there was significant difference in level of knowledge of primary school teachers regarding psychological problems of primary school going children after planned teaching programme. The study statistically proved that there was an significant association between level of knowledge and selected socio-demographic variables of the primary school teachers. The results suggest that the planned teaching program had a positive impact on enhancing the knowledge of primary school teachers, particularly in certain demographic subgroups.

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