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Effectiveness of an information booklet on knowledge regarding behavioral problems of school children among primary school teachers

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Abstract

Background: A behavioral problem is a departure from normal (acceptable) behavior beyond a point, to the extent behavioral problems can manifest themselves in many ways. There are interchangeable terms for behavior disorders- disruptive behavior disorder, conduct disorders, emotional disorders, and emotional disturbances.

Methodology: A quantitative approach with pre experimental one group pretest posttest design was adopted for the study. The samples from the selected from primary schools of Vijayapura district by using non probability purposive sampling technique. The samples of present study comprises of 60 primary school teachers. The tools used for data collection was structured knowledge questionnaire.

Results: With regard to pretest level of knowledge it shows that, maximum 40 (66.7%) respondents were having average knowledge, 16 (26.7%) respondents were having good knowledge and remaining 4(6.7%) of respondents were having poor knowledge and during post-test maximum 48 (80%) of respondents were having average knowledge and 12 (20%) of respondents were had good knowledge. The statistical paired' implies that the difference in the pretest and post-test value was found statistically significant at 5% level ($p < 0.05$) with a paired value of 13.15. There exists a statistical significance in the difference of knowledge score indicating the positive impact of information booklet.

Conclusion: The primary school teachers were had moderate level of knowledge in pretest and is improved after undergoing intervention. School teachers should be equipped with adequate knowledge for finding the behavioral problems among children at the early stage and give proper attention to them.

Keywords: Information booklet, behavioral problems, school children, school teachers, knowledge

Introduction

School age is the period between 6-12 years. Scholars are emerging as creative persons who are preparing for their future role in society. The school years are a time of new achievement and new experiences. Children's individual needs and preferences should be respected. Children who is productive and engaged in the school experience, whether academic or vocational, is not likely to become at - risk student ^[1].

All young children can be naughty, defiant and impulsive from time to time, which is perfectly normal. However, some children have extremely difficult and challenging behaviors that are outside the norm for their age ^[2]. The behavior of some children and adolescent are hard to change. Children do not always display their reactions to events immediately although they may emerge later. Children who suffer from behavior disorders are at a higher risk for school failure, suicide, and mental health problems ^[3].

A behavioral problem is a departure from normal (acceptable) behavior beyond a point, to the extent behavioral problems can manifest themselves in many ways. There are interchangeable terms for behavior disorders- disruptive behavior disorder, conduct disorders, emotional disorders, and emotional disturbances ^[4].

School plays a crucial and formative role in the spheres of cognitive, language, emotional, social and moral development of children. There is now a growing recognition that schools have a significant role in promoting mental health. Teachers are powerful groups who have in their process of education studied the nature of individual growth. This has equipped them to be in a position to shape and reshape behaviors that are warranted. Nearly one in five children and adolescents will have emotional and behavioral disorders at some times in their youth. Mental disorders in schools amount to 3.12% in students. Even by conservative

Estimates 10% of the child population suffers from mental disturbances with serious associated impairments including learning problems, health problems and during abuse any given time. At least 3% of school age children suffer from serious emotional disturbances at any given point of time^[5]. The quality of childhood life solely depends on the type of environment. School and neighborhood unhealthy social surroundings can put them at stress and can increase their vulnerability to develop emotional disorders. As children are easily amenable to different stresses and strain, it is imperative on the part of parent and teachers to know the intricacies of a healthy psychosocial environment leading to behavioral patterns which are personally satisfying and socially acceptable^[6].

Disruptive behavior students are in every classroom across the nation. Teachers are constantly searching for assistance, guidance, ideas, suggestions and relief from this challenge. Yet teachers must remember that they are the source of hope for many of these children and the person who plays a most important role in their lives.

The school is an educational institution where groups of pupils pursue defined studies at defined levels; receive instructions from one or more teachers. The school health service is one of the aspects of community health nursing, it refers to providing need based comprehensive services to pupils to promote and protect their health, control diseases and maintain their health^[7].

In the light of the above mentioned studies the investigator observed that the prevalence rate of psychiatric disorder in India is more in middle class children and the knowledge of teachers regarding behavioral disorder is inadequate. If the early identification of conduct disorder is not done in the child age then they may go for antisocial personality disorder. So the investigator took up this study for primary school teachers so that it helps in early identification of behavioral problems among school children.

Objectives

1. To assess the knowledge of primary school teachers regarding Behavioral problems of school children in terms of pre-test knowledge scores.
2. To evaluate the effectiveness of information booklet on knowledge of primary school teachers regarding behavioral problems of school children by comparing pre-test and post-test knowledge scores.
3. To find the association between the pre-test knowledge scores of primary school teachers regarding behavioral problems of school children and selected demographic variables.

Hypothesis

H₁: The mean posttest knowledge scores of primary school teachers regarding behavioral problems of school children, who have undergone the information booklet, will be significantly higher than their mean pre-test knowledge scores.

H₂: The levels of knowledge of primary school teachers regarding behavioral problems of school children will be significantly associated with their selected personal variables.

Methodology

Research approach

A quantitative research approach.

Research design

Pre experimental one group pretest posttest design.

Study setting

Primary schools of Vijayapura district, Karnataka.

Population

Primary school teachers.

Sampling Technique

Non probability purposive sampling

Sample Size: 60

Source of Data Collection

Primary and secondary data will be collected from the school teachers of selected primary schools.

Method of Data Collection

Self-report.

Tools of data collection

The tool for data collection was divided into 2 parts which consists of demographic data and structured knowledge questionnaire

Part I: Demographic data

It consists of 7 items related to demographic data which includes age, gender, religion, educational status, class handled by the teacher, years of experience, residential area, source of information regarding specific behavioral problems.

Part II: Structured knowledge questionnaire

This section consists of 30 structured multiple choice items with the four options for each item to assess the knowledge of school teachers regarding behavioral problems among school children. The participant has to choose one right answer from given options. The right answer will be scored as 'one' mark and the wrong answer will be scored as 'zero' comprising the maximum score of 30. The total score is arbitrarily divided as Poor Knowledge (0-10), Moderate Knowledge (11-20), and good Knowledge (21-30).

Procedure of data collection

After obtaining permission from concerned authority of selected primary school, Vijayapura and consent from subjects the pre-test was conducted to 60 participants using structured knowledge scales; approximately 45 minutes were spent for collecting data. The investigator gathered participants in a comfortable room and conducted Pre-Test in selected primary School. Soon after the test, the information booklet was administered. On 8th day post-test was given with the same structured knowledge scale and took about 45 minutes to complete the post-test.

Results

Section 1: Description of selected personal variables of participants

Table 1: Frequency and percentage distribution of participants according to socio demographic variables

Sr. No.	Demographic Variables	Frequency	Percentage
1.	Age		
	20-30 years	11	18.3%
	31-40 years	27	44.3%
	41-60 years	13	21.3%
	>60 years	9	15%
2.	Gender		
	Male	39	65%
	Female	21	35%
3.	Religion		
	Hindu	30	60%
	Muslim	14	23.3%
	Christian	16	26.7%
	Others	00	00
4.	Educational Status		
	D.Ed.	38	63.3%
	B.Ed.	22	31.7%
5.	Years of experience		
	0-5 years	16	26.7%
	6-10 years	20	33.3%
	11-15 years	10	16.7%
	16 years and above	14	23.3%
6.	Residential area		
	Urban	41	68.3%
	Rural	19	31.7%
7.	Source of information		
	Formal education	25	41.7%
	Books/journals	26	43.3%
	Mass media	8	13.3%
	Seminar/workshops	1	1.7%

Section 2: description FF findings related to knowledge among participants

Area wise and total distribution of pretest and posttest knowledge scores of respondents.

Table 2: Mean, median, mode, standard deviation and range of pretest and posttest knowledge scores of Respondents

Area of Knowledge	Number of Items	Mean	Median	Mode	Standard deviation	Range
Pre test	30	12.14	12	12	4.16	6-24
Post test	30	15.98	15	12	3.80	11-25

Table 2: reveals pretest knowledge score of respondents regarding behavioral problems among primary school children, it shows that.

The pretest knowledge scores respondents mean was 12.14, median was 12, mode was 12 with standard deviation 4.16 and score range was 6-24.

The posttest knowledge scores respondents mean was 15.98, median was 15, mode was 12 with standard deviation 3.80 and score range was 11-25.

Distribution respondent's pretest and post test scores according to their level of knowledge

Table 3: Frequency and Percentage distribution of respondents according to level of Knowledge regarding behavioral problems among primary school children

Level of Knowledge					
Pre test			Post test		
Poor F (%)	Average F (%)	Good F (%)	Poor F (%)	Average F (%)	Good F (%)
4 (6.7%)	40 (66.7%)	16 (26.7%)	00	48 (80%)	12 (20%)

The data presented in the Table 3 depicts the, with regard to pretest level of knowledge it shows that, maximum 40(66.7%) respondents were having average knowledge, 16(26.7%) respondents were having good knowledge and

remaining 4(6.7%) of respondents were having poor knowledge. During post-test maximum 48(80%) of respondents were having average knowledge and 12(20%) of respondents were had good knowledge.

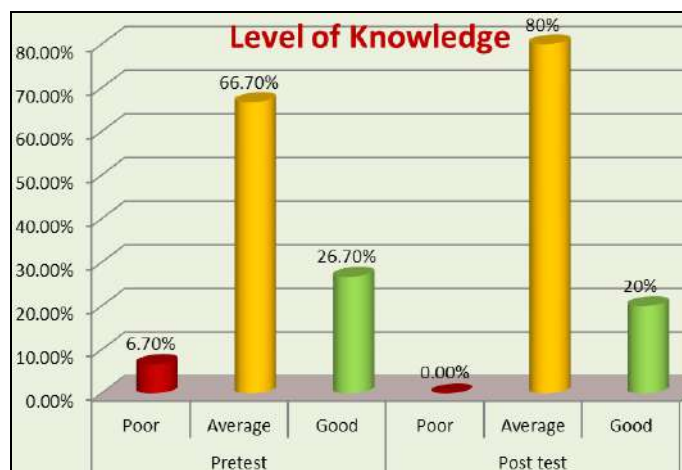


Fig 1: Pretest and posttest level of knowledge

Effectiveness of information booklet

Table 4: Mean, standard deviation, standard error of difference and 's' value of pre-test and post-test knowledge scores

Area	Aspects	Mean	SD	SEMD	Paired t Test
Knowledge	Pre-test	12.14	4.16	0.29	13.15*
	Post-test	15.98	3.80		

* Significant at 5% level

Table 4: indicates the overall mean knowledge scores of pre-test and post-test scores.

The statistical paired implies that the difference in the pretest and post-test value was found statistically significant at 5% level ($p < 0.05$) with a paired 's' value of 13.15. There exists a statistical significance in the difference of knowledge score indicating the positive impact of information booklet.

Hence, the research hypothesis H_1 is supported. This indicates that the enhancement in knowledge is not by chance and the primary school teachers who exposed to information booklet on behavioral problems among primary school children, significantly improved in their knowledge.

Association between level of knowledge and selected socio demographic variables

The computed Chi-square value for association between level of knowledge of primary school teachers regarding behavioral problems in children is found to be statistically significant at 0.05 levels only for source of information and is not found significant at 0.05 level for age, gender, religion, educational status, years of experience, and residential area.

Conclusion

The conclusions drawn from the study were as follows

1. The overall pretest knowledge of primary school teachers regarding behavioral problems among children was average and favorable respectively.
2. There was a need for information booklet regarding behavioral problems among children
3. Post test results showed significant improvement in the level of knowledge of primary school teachers regarding behavioral problems among children. Thus, it can be concluded that information booklet was effective to increase and update their knowledge on behavioral problems among children.

4. The results revealed that there is partial association between pre-test knowledge scores and teachers sources of information.

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