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A study to assess the effectiveness of STP on ability to identify signs of selected behavioural disorder (ODD, CD) among school going children in primary school teachers at selected schools, Amritsar, Punjab

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Abstract

Behavioral disorders in children, such as Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD), can have a significant impact on their development. Understanding and identifying the early signs of these disorders is essential for early intervention and support.

Methods: This study aimed to assess the effectiveness of a Structured Training Program (STP) in improving primary school teachers' knowledge about the signs of ODD and CD. A quasi-experimental design was used, with one group of 200 primary school teachers. They were assessed using a self-structured knowledge assessment checklist before and after the STP. The checklist included 30 early signs of ODD and CD, and teachers' knowledge was categorized as poor, average, or good.

Results: In the pre-test, the majority of teachers had average knowledge (80.5%) and some had poor knowledge (19.5%). After the STP, the post-test showed a significant improvement in knowledge, with 89.5% of teachers now having good knowledge and 10.5% with average knowledge. The mean difference between pre-test and post-test scores was 10.255, and the statistical analysis showed a highly significant improvement ($p=0.001$). These results indicate that the structured training program effectively increased teachers' knowledge of behavioral disorders.

Conclusion: The study concludes that the Structured Training Program was successful in enhancing primary school teachers' knowledge of early signs of ODD and CD. This increased knowledge can enable teachers to identify and address behavioral issues in children at an early stage, contributing to better support and intervention. Early recognition of behavioral disorders is vital for the well-being and development of children. This study highlights the importance of providing training to primary school teachers to improve their ability to identify such disorders and ultimately help children regain control of their behavior.

Keywords: Oppositional defiant disorder, conduct disorder, structured training program, primary school teachers, behavioral disorders, knowledge improvement

Introduction

A behavioural issue is when a person's behaviour deviates from what is considered to be normal behaviour past a certain point ^[1]. The words disruptive disorder and conduct disorder are interchangeable when referring to behavioural disorders. All children act inappropriately occasionally, but behaviour problems go beyond mischief. An ongoing pattern of hostile, aggressive, or disruptive behaviour lasting longer than six months is indicative of a behaviour disorder in a toddler or adolescent ^[2].

Oppositional defiant disorder (ODD) is characterized by temper tantrums, aggressive disobedience of authority figures, and offensive behaviour that goes beyond what is typical for children of the same age. Children with this disorder display hostile behaviour and disobedience towards adults, which causes them to place obligations on others ^[3].

ODD's clinical characteristics include:

- Argue.
- Lose their calmness.
- Get frustrated.
- Blame others.
- Conduct badly with others.
- Interact awkwardly.

- Solve problems poorly.
- Have a depressed attitude [4].

Conduct disorder is a serious pattern of aggression that can physically hurt oneself and others while also breaking the law [5].

The following diagnostic factors, according to DSM-V, are met:

- Threatening or engaging in physical violence against others
- Destroying one's 'own or other's belongings
- Theft
- Repeated breaking of the law [6].

Childhood-onset conduct disorders are more common in boys and are more likely to be linked to physical aggression than adolescent-onset conduct disorders [7].

Need of the study

According to WHO data, the prevalence of serious psychosomatic illnesses among children and adolescents ranges from 20-30% in urban areas to 13-18% in rural parts of the country [8]. WHO reports suggest that childhood neuropsychiatric diseases will rise proportionately by 50% shortly? As reported by Epidemiological surveys, about 14 to 20 per cent of children have some Psychiatric disorder from birth to 18 years of age and the percentage of serious disorders for the same age group ranges from 3% to 5%. [32] Studies on epidemiology often incorporate CD. Due in part to the overlap in the normative conflict between children and their parents, ODD is also infrequently diagnosed in older children and adolescents. Males are more likely than females to have ODD in preadolescence (1.4:1), but neither adolescents nor adults exhibit this male predominance. Between the ages of five and ten, symptoms are believed to be generally stable, and after that, they start to decline. As people get older, the prevalence decreases. [8] ODD is more common in preadolescent males than in females (1.4:1); however, this male predominance is not found in adolescents or adults. Symptoms remain relatively stable between the ages of five and ten and are thought to decline afterwards. The prevalence declines with increasing age. [9] As per the above data, there is a high need to train primary school teachers in behaviour disorders in children so that they can be able to assess the signs at an early stage and guide their parents about adequate measures and help children to regain control of their behaviour.

AIMS of the study

The study aims to assess the effectiveness of STP to identify signs of selected behavioural disorders (ODD, CD) by developing a structured questionnaire to assess the knowledge of teachers after the Structured Training Program.

Research Methodology

To assess the ability to identify the signs of selected behavioural disorders in school-going children among primary school teachers. Research Design: The present study was Quasi-Experimental one group pre-test post-test design was used.

Research Setting

Selected 8 CBSE Schools Sri Guru Harkrishan Public

School, Sultanwind link road, Amritsar, The Pinewood International Sr. Sec. School, Jethuwal Batala Road, Amritsar, Amritsar Public School, G.T road, Amritsar, Sri Guru Harkrishan Public School, Golden Avenue, Amritsar, Sri Guru Harkrishan International School, D-Block, Ranjit Avenue, Amritsar, Sri Guru Harkrishan Sr Sec Public School, Majitha Road bypass, Amritsar, Baba Isher Singh Public School, Ranjit Avenue, Amritsar, Shri Ram Ashram Public School, Amritsar.

Target Population

For this study, school teachers of selected CBSE schools are mainly targeted. Accessible Population: The study population comprises Primary School teachers from 8 CBSE schools, in Amritsar, Punjab.

Sampling Technique

The primary school teachers were selected by using a purposive sampling technique. Sample Size: The sample size included in the study consists of 200 primary school teachers. Description of Tool: The tools used in this study were as follows.

Part A

Socio-demographic profile of primary school teachers

The socio-demographic profile of primary school teachers includes Age, Sex, Educational status, years of teaching experiences, nature of employment, marital status, residence, monthly income, the class being handled, previous knowledge of the behavioural disorder, and any previous training attended related to behavioural assessment.

Part B

Self-structured observation checklist on selected behavioural disorder (ODD and CD)

To assess the effectiveness of STP on the ability to identify signs of selected behavioural disorders (ODD and CD) self-structured knowledge assessment checklist on the selected behavioural disorder (ODD, CD) is used it contains 30 early signs of selected behavioural disorders. The symptoms are categorized into oppositional defiant disorder, conduct disorder, and combined symptoms. Each sign contains a yes or no option. Yes, the option carries one mark and no option carries a zero mark.

Part C

Structured training program on selected behavioural disorder (ODD, CD)

The STP is given to improve the knowledge of teachers in the early identification of signs of selected behavioural disorder (ODD, CD). This STP program includes definitions, causes, risk factors, signs and symptoms, diagnostic criteria, and treatment of behavioural disorders. The pilot study aimed to assess the feasibility of the research in terms of time, subject cooperation, and tool reliability. Conducted in December 2022 at Sri Guru Harkrishan Sen Sec public school, Gopal Pura, it used purposive sampling to select 40 subjects meeting inclusion criteria. After obtaining permission from the school principal, primary school teachers' knowledge was assessed using a self-structured pre-test on behavioral disorders (ODD, CD). Following a one-hour training session, a post-test using the same checklist showed a significant increase in teachers' knowledge, confirming the feasibility of the research project.

Results

Section A: Findings related to the distribution of Socio-Demographic profile of primary school teachers

Table 1: Frequency and distribution of socio-demographic variables of primary school teachers:

S. No.	Socio-demographic profile	Frequency (f)	Percentage (%)
1.	Age		
	a) 23-32 year	164	82.0
	b) 33- 42 year	36	18.0
2.	Sex		
	a) Male	15	7.5
	b) Female	185	92.5
3.	Educational status		
	a) TTC(Teacher training course)	2	1.0
	b) ETT (elementary teacher training)	2	1.0
	c) B.ED	115	57.5
	d) M.ED	81	40.5
4.	Years of teaching experiences		
	a) 3 years or less than 3 year	165	82.5
	b) 4-6 year	34	17.0
	c) 7-9 year	1	0.5
5.	Nature of employment		
	a) Temporary	11	5.5
	b) Permanent	187	93.5
	c) Adhoc	2	1.0
6.	Marital status		
	a) Unmarried	29	14.5
	b) Married	171	85.5
7.	Residence		
	a) Urban	127	63.5
	b) Rural	65	32.5
	c) Semi-urban	8	4.0
8.	Monthly income (in RS)		
	a) 11000-15000	27	13.5
	b) 15001-20,000	173	86.5
9.	The class being handled		
	a) nursery –KG	56	28.0
	b) I st - II nd	50	25.0
	c) III rd – IV th	47	23.5
	d) V th	47	23.5
10.	Previously knowledge of behavioural disorder		
	a) Yes	8	4.0
	b) No	192	96.0
11.	Any previously training attended related to behavioural assessment		
	a) Yes	8	4.0
	b) No	192	96.0

Table 1: revealed the socio-demographic profile of primary school teachers. The majority of 164 (82.0%) teachers were between 23-32 years of age and around 36 (18.0%) were between 33-42 years of age. Out of 200 primary school teachers major 185 (92.5%) were females and 15 (7.5%) were males. Most of the teachers have educational qualification between the B. ED 115 (57.5%) and 81(40.5%) were having M. ED 81 (40.5%). Out of 200 teachers most of the teachers are permanent 187(93.5%) and the majority of teachers 171(85.5%) were married. Most teachers live in urban area 127(63.5%) and around 65 (32.5%). Around 173(86.5%) were having 15001-20,000 monthly income (in Rs). The majority of teachers handled 56(28.0%) nursery to kg, 50 (25.0%) were handling Ist and IInd class and around

47 (23.5%) were handling IIIrd and IVth class, and 47 (23.5%) were handling Vth class. Most of the teachers was not having 192 (96.0%) any previous knowledge related to the behavioural disorder, and 8 (4.0%) have previous knowledge related to behavioural disorders. The majority of teachers 192 (96.0%) have not attended any previous training related to behavioural assessment, and 8 (4.0%) have attended previous training related to behavioural assessment.

Section B

Findings related to the level of knowledge and comparison of pre-test and post-test score.

Table 2: Frequency percentage distribution and comparison of the effectiveness of STP to identify signs of selected behavioural disorders in school-going children among primary school teachers

Comparison	Level of Knowledge			Mean	SD	Mean Difference	T Value, DF and P Value
	Poor (0-10)	Average (11-20)	Good (21-30)				
Pre -Test	30 (19.5%)	161 (80.5%)	-	12.96	3.551	10.255	t= 35.23 DF=199 p=0.001*
Post-Test	-	21 (10.5%)	179 (89.5%)	23.21	2.209		

p<0.005 Level of Significance

Table 2: revealed the level of knowledge of primary school teachers in the pre-test most teachers have average knowledge of 161(80.5%) and poor knowledge of 30(19.5%). After a structured training program, the post-test is conducted and most teachers gained knowledge 179(89.5%) good knowledge and about 21(10.5%). The mean is 12.960 and the SD of the pre-test is 3.5512 and in the post-test score, the mean is 23.215 and SD is 2.2097, the

mean difference between the pre-test and the post-test scores is 10.2550, calculated t value is 35.232, the level of significance is 0.001 which is statistically significant at 0.005 level.

Hence there was a significant effect of STP to improve the knowledge of primary teachers. So Hypothesis H1 was accepted.

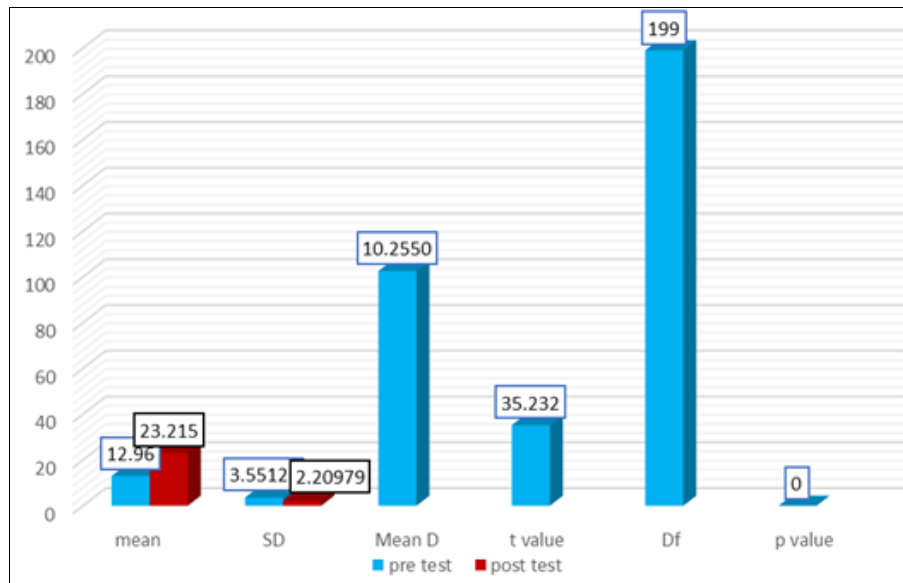


Fig 1: Indicate the score variation among the pre- and post-tests.

Discussion

The first objective of the study is to evaluate the effectiveness of structured training programs in identifying signs of selected behavioural disorders in school-going children among primary school teachers. Most teachers in the pre-test have average knowledge 161 (80.5%) and some of them have poor knowledge 30 (19.5%). After the pre-test structured training program on the selected behavioural disorder (ODD, CD) is provided to primary school teachers. After providing STP to the teacher's post-test is conducted in which the majority of gained knowledge 179(89.5%), and about 21(10.5%) have average knowledge.

This study was supported by M.G. Sreejamol *et al.* (2021) [10], who conducted a quasi-experimental study with a single group pretest and posttest design to evaluate the impact of a planned teaching programme on primary school teachers in Ernakulum's knowledge of how to handle common behavioural problems in schoolchildren. A purposive sample method was used to choose 30 primary school teachers. They use a standardized questionnaire to evaluate the knowledge. The study's conclusions demonstrate that the post-test knowledge score (16.8) is significantly ($p=0.001$) higher than the pre-test mean score (13.7). This demonstrates that a systematic education programme was successful in enhancing teachers' understanding of behaviour issues. The objective of the study is to assess the ability to identify the signs of selected behavioural disorders in school-going children among primary school teachers. The pre-test mean score and SD of ODD are 6.37 ± 2.236 and the post-test score is 9.04 ± 1.221 , the p-value is 0.001. The pre-test mean score and SD of CD is 2.76 ± 1.478 and the post-test score is 6.90 ± 1.075 , the p-value is 0.001. The pre-test score mean score and SD of combined symptoms are 3.48 ± 1.790 and the post-test score is 7.28 ± 1.208 , the p-

value is 0.001.

Conclusion

The study's conclusions showed that after STP, primary school teachers' knowledge scores increased significantly. The study came to the conclusion that STP had a great deal of potential to increase school-age children's knowledge of behavioural issues. According to the study's findings, primary school teachers can be trained to recognize behavioural abnormalities in children at an early stage.

Conflict of Interest

I clarify that I have no involvement in any organization or entity with any financial or non-financial interest in the subject matter or materials discussed in this paper.

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