

A Study to Assess the Structured Teaching Programme on Knowledge Regarding Behavioral Problems of Children among Primary School Teachers in Selected School at Bagalakot

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Abstract

Original Research Article

Background of the Study: Behavior is simple verbal and non-verbal communication. It is the conduct actions and words –children employ as a signal with which they express their thoughts, feelings, need and impulses. It is judged as to whether it meets social, cultural, and developmental and age-appropriate standards. Behavior can be positive or negative, impulsive or planned, predictable or unpredictable, consistent or inconsistent and it can elicit a wide range of positive or negative responses from others. Normal children are healthy, happy and well adjusted. This adjustment is developed by providing basic emotional needs along with physical and physiological needs for their mental well-being. **Aims:** The study aimed to assess the Knowledge regarding behavioral disorders of children among primary school teachers in selected schools at Bagalkot. **Methods:** This is a qualitative study and follows a prescreening plan i.e. Pre-test and post-test are written without a control group. The target group of this study is teachers of primary school KBHPS no 2 at Bagalkot. **Result:** Teachers knowledge about behavioral disorders among children's pre-test scores showed that 13.33% had moderate knowledge, 86.66% had poor knowledge about behavioral disorders of children's. When test scores are passed, all above good knowledge about behavioral disorders 85% among the teachers. **Conclusion:** Behavioral problems involve a pattern of disruptive behaviors that cause problems in school, at home and in social situations. Behavioral problems involve many characteristics which may overlap with other diagnosis. It is important to realize that although many problems share characteristics between them, assessment is necessary in order to provide the best possible educational environment. Behavioral problems can therefore be concluded that children go through different phases as they develop and become more independent. Toddlers and adolescents can have their challenging moments and this might mean they push limits from time to time, with the help of parents, careers and teachers, most of them will learn to behave appropriately. Children displaying aggressive behavior in a learning environment have been shown to have reduced academic achievement significant issues later in life.

Keywords: Behavioral Disorders, Childhood, Knowledge, Primary School Teachers, ADHD, Behavioral Disorders, Childhood, Knowledge, Pica.

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INTRODUCTION

Behavioral problems are the reactions and clinical manifestations which are resulting due to emotional disturbances or environmental maladjustments. The term behavior problems cover a range of workplace issues, including the emotional appearance of hygiene problems, insubordination verbal abuse, physical abuse or violence [4].

School age is the period of 6-12 years. Young 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. Individual children's needs and preferences should be respected [5].

In India, the total number of children in the age 0-6 years as per the (population totals of Census, 2011) is 158.8 million, which is 13.12% of the total population. The school is an institution in society specifically designed as the formal instrument for educating children.

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School is a place where children spend the largest portion of their time outside the home. Schools should offer a safe and respectful learning environment for everyone. School plays a crucial and formative role in the spheres of cognition, language, emotional, social and moral development of children. In order to produce healthy citizens, it is necessary to pay attention towards the wellbeing of children. The studies conducted over last fifty years regarding behavioral problems of school children invite attention towards them. Beyond the calculations the prevalence of different types of behavioral problems are extremely high among children.

Objectives

1. To identify any specific areas of Knowledge among primary school teachers regarding behavioral problems of children's.
2. To investigating any demographic or Professional factors that may influence primary school teachers' knowledge about behavioral problems in children.
3. To evaluate effectiveness of the structured teaching programme in improving primary school teachers knowledge about behavioral of children.

Materials And Methods: Research Design and Participants:

This assessment used structural teaching programme study style that started in April 2024. A convenience sample of 60 Teachers from different schools of Bagalkot was selected for the study.

Teachers who are willing to participate in the study and teachers who are present at the time of data collection are included in the study. Teachers who are not physically fit at the time of data collection are excluded from the study.

Location of the Study: The study was conducted at Primary schools at Bagalkot.

Participants: The sample consisted of 60 primary School teachers.

DATA COLLECTION INSTRUCTIONS:

Part 1: Socio-Demographic Variables and Clinical Characteristics

Socio-demographic data contain information on social knowledge among teachers. Age, Sex, Marital status, Religion, Qualification, Year of experience, Mode

of appointment, Previous knowledge and Source of information associated with behavioral disorders.

Part-2:

Scoring is done by counting correct answers as the total points earned. The maximum score is 26 points arbitrarily divided in to four levels 26 questions in the behavioral problems knowledge survey. Subjects were instructed to check the signs (0-10 poor), (11-20 Average), (21-30 good).

Variables in this Study:

Variables:

Dependent variable, it refers to level of knowledge about behavioral disorders of children in primary schools at Bagalkot.

Independent Variable: Structured teaching programme.

DATA COLLECTION PROCEDURES

Prior permissions were obtained from the respective School before starting the data collection process. Study participants were visited at School during the ratio collection period. Every teachers who met the inclusion criteria was approached for data collection. Consent was taken from the teachers. The purpose of the study was explained to the participants before administering the questionnaire.

Ethical Approval:

Permission obtained from principal BIONS: Ethical approval obtained from Ethics Committee of BVVS Institute of nursing college, Bagalkot has approved.

RESEARCH METHODOLOGY

Information was collected through surveys regarding demographic information and information sample, containing a total of 30 questions. The reliability of the question knowledge model was determined by a test conducted on 6 selected primary school teachers by Karl Pearson ($\alpha=0.05$). The main study was conducted by 60 teachers on April 2024.

RESULT

The study began with the selection of 60 teachers who were presented at the primary school Bagalkot. All the teachers were screened for eligibility criteria. The researcher has allocated subjects to the group.

Table 1: Socio Demographic Variables

Variables		Frequency	Percentage
Age	20-25	5	10%
	26-30	15	30
	31-35	25	50
	36-40	15	30
	Above 40	0	0
Sex	Male	19	38
	Female	41	82
	Transgender	0	0
Marital status	Married	46	92
	Unmarried	12	24
	Separated	2	4
Religion	Hindu	53	106
	Muslim	6	12
	Christian	1	2
	Others	0	0
Qualification	DED	14	28
	Degree	14	28
	BED	20	40
	MED	3	6
	Post graduation	9	18
	Others	0	0
Year of experience	Below 5 years	16	32
	5-10 years	12	24
	11-15 years	11	22
	15 years above	21	42
Mode of appointment	Government	9	18
	Private	51	102
Previous knowledge	Yes	45	90
	No	15	30
Source of information	Newspaper	34	68
	TV/ Internet	17	34
	Workshop	3	6
	Health profession	3	6
	Others	3	6

Table 2: Assessment of pre –test knowledge regarding behavioral problems of children among primary school teachers at Bagalkot

Sl.No	knowledge level of mothers	Number (f)	Percentage
01.	Poor knowledge	52	86.66%
02.	Average knowledge	8	13.33%
03.	Good knowledge	0	0

Assessment of levels of knowledge of teachers reveals that the majority of teachers (86.66%) had a poor level of knowledge, and the remaining 13.33 % of them had an average level of knowledge, and no teachers had good knowledge.

Part 3: To evaluate the effectiveness of the structured teaching programme on knowledge of behavioral problems of children among primary school teachers at Bagalkot.

Section 1: Comparison of pre and post –tests knowledge levels of teachers

Table 3: Comparison of pre and post –tests knowledge levels of teachers

Level of knowledge	Pre test		Post test	
	Number of respondents	Percentage (%)	Number of respondents	Percentage (%)
Good	0	0	51	85%
Average	8	13.33%	9	15%
Poor	52	86.66%	0	0
Total	60	100%	60	100%

N=60

Comparison of knowledge in pre-test showed that majority of 60 teachers (86.66%) had poor knowledge, 13.33% had average knowledge and 0% had good knowledge. However, after following the teaching model, it turned out that 85% of the teachers had good

knowledge, 15 % had average knowledge and none of the teachers had poor knowledge.

Part 3: Regional effectiveness of behavioral problems of children teaching methods

Table 4: Effectiveness of teaching methods for behavioral problems of children

Information area	Max score	Pre test		Post test		Effectiveness	
		Mean	Mean%	Mean	Mean%	Mean	Mean%
Effectiveness of educational module on behavioral problems of children	30	8.66	28.86	20.9	69.66	12.24	40.8

N=60

The overall results show that the post knowledge test score (20.9), accounts for (69.66%) of the total score, this is higher than the prior knowledge test score (8.66), which accounted for (28.86%) of the total score. The effectiveness of teaching methods in this area

was measured with a knowledge score of 12.24 and 2.0144, accounting for 40.8% of the total score. Hence, it indicates that the structure of the teaching programme was effective in enhancing the knowledge level of the teacher.

Table 5: A significant difference between the pre post knowledge scores of primary school teachers working at primary school Bagalkot

Test (Knowledge)	Mean	Mean difference	SD Difference	Paired value	Table value
Pre test	8.66	12.24	0.2824	33.33	3.84
Post test	20.9				

The calculated “t” value (33.33) was higher than table value (3.84) for degree of freedom (59). There was a significant positive difference (33.33) between

pre-post knowledge scores hence null hypothesis H1 is accepted.

Table 6: A research hypothesis was developed to investigate the relationship between knowledge and socio demographic variables

Sl. No	Socio-demographic variables	DF	Chi-square value	Table Value	Level of significance
1.	Age	1	0.66	3.84	P=0.05 NS
2.	Sex	1	0.88	3.84	P=0.05 NS
3.	Marital status	1	0.01	3.84	P=0.05 NS
4.	Religion	1	0.15	3.84	P=0.05 NS
5.	Qualification	1	0.3	3.84	P=0.05 NS
6.	Year of experience	1	1.6	3.84	P=0.05 NS
7.	Mode of appointment	1	0.99	3.84	P=0.05 NS
8.	Previous experience	1	1.62	3.84	P=0.05 NS
9.	Source of information	1	0.03	3.84	P=0.05 NS

DF = degrees of freedom NS = Not significant * S=Significant (P < 0.05)

The findings regarding the association of the level of knowledge of teachers with their selected socio-demographic variables show that a significant association was found between the knowledge and teachers.

A structured teaching programme study was conducted to assess the knowledge of primary school teachers of behavioral problems among children structured questionnaire was used to collect the information from the primary school teachers Around 60 primary school teachers were enrolled for the study. Result showed that, majority 86.66% (86) of primary school teachers had poor knowledge regarding

DISCUSSION

The finding of the present study is supported by the findings of the following studies.

behavioral problems among children's with a mean score of 8.66. Thus the study concluded that, primary school teachers had poor knowledge about the behavioral problems of children's so there is a need for education of this group to improve the knowledge of primary school teachers.

The similar study was conducted Pushpalata deshmukh to determine the effectiveness of structure teaching problems on management of behavioral problems the discussion of result showing pre-test and post-test based on statistical analysis of collected data findings revealed that pre-test knowledge score (88%) had inadequate level (12%) had moderate knowledge and only 0% had adequate knowledge we obtain mean differences was 18.04 with standard deviation of (4.33) and "t" value of (30.81) chi square revealed significant association between knowledge and selected variable.

The similar study was conducted by v janaki this study is to assess the knowledge on behavioral problems of school children among school teachers. The present study shows that 15 [25%] of school teachers having moderately adequate knowledge and 45[75%] of them have inadequate knowledge and none of the school teachers had adequate knowledge regarding behavioral problems of school children among school teachers. The mean and standard deviation of the study is 14.02 +4.26.

CONCLUSION

My study concluded that assessment levels of knowledge of Primary school teachers reveal, that the majority of primary school teachers (85%) had good levels of knowledge, and the remaining (15%) of them had average levels of knowledge, and no Primary school teachers had poor knowledge.

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CONTRIBUTION OF AUTHORS

Research Concept: Prof. Jayashri G Itti

Research Design: All researchers

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Materials: All researchers

Data Collection: All researchers

Data Analysis and Interpretation: All researchers

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Writing Article: All researchers

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Conflict of Interest: None

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