

Research Paper

An Evaluative Study to Appraise the Effectiveness of Structured Teaching Programme on Knowledge Regarding Behavioral Problems of Preschool Children Among Teachers of Selected Schools of Amritsar, Punjab

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ABSTRACT

The aim of the study was to assess the effectiveness of structured teaching programme on knowledge regarding behavioral problems of preschool children among teachers. The sample comprised of 100 teachers from selected schools of Amritsar. Self-structured questionnaire were used to collect data. 't' value was calculated for the comparison of pretest and post test. Results showed that there was marked difference in pretest and post test found highly significant. However, no significant relationship between pre test and post test was found with other socio demographic variables except qualification of teachers showed significant association in pre-test. This study concluded an improvement in the level of knowledge of teachers regarding the behavioral problems of preschool children which indicated that the structure teaching programme was effective.

Keywords: *Structured Teaching Programme, Behavioral Problems, Preschool Children, Teachers*

A nation's most important and precious resource is its children who constitute its hope for continued achievement and productivity. The future of country depends on positive mental health of young people. Family and society are the two main institutions which mould child's development and behavior and in that, schools play a primordial position. The emotional and behavioral problems of school children have a substantial adverse impact on families, schools and children. These problems must be identified and treated early in order to allow children to learn effectively.

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. Behavioral problems are deviations from social and psychological approved normality which are resulting due to emotional disturbances and environmental

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maladjustments. Behavioral problems in children are of the most common and rising problems in India.

The behavioral problems interfere with the child's adjustment to life and as a result, makes him unhappy in later life. It also makes their life difficult and unsatisfactory as well as that of those around them. If remedial steps are not taken it may distort his total personality.

Teachers have difficulties managing behavioral problems of children. A well set up school mental health programme is concerned not only with the prevention and management of emotional and psychosocial problems of young children, but also with the utilization of trained teachers to improve the psychosocial aspects of school children.

The studies of behavioral problems in children give data for mental health planning for children. Identify children at risk and preventive intervention should be made at the earliest. Only then we can prevent the chances of problem behaviors developing into a disorder in later life. So, knowledge of teachers regarding prevention of behavioral problems among school children is very much essential for mental health promotion.

Objectives

1. To gauge pre test knowledge regarding behavioral problems of preschool children among teachers.
2. To gauge post test knowledge regarding behavioral problems of preschool children among teachers.
3. To appraise effectiveness of structured teaching programme regarding behavioral problems of preschool children among teachers.
4. To determine the association of post test knowledge regarding behavioral problems of preschool children with selected socio-demographic variables such as age, gender, educational qualification etc among teachers.

Assumption

Teachers would have insufficient knowledge regarding behavioral problems of preschool children.

Sample and Sampling technique

The investigator selected a sample of 100 teachers who were present on the day of data collection. The total enumerative sampling technique was used.

The tool used in the study has 2 parts:

Part I: socio – demographic profile

Socio-demographic data consists of personal information of the subjects that include age, gender, educational qualification, teaching experience (in years), teaching class, number of children in class, marital status, number of kids, type of family.

Part II: Self structured questionnaire on knowledge regarding behavioral problems of preschool children.

Tool was developed by researcher to assess the knowledge of teachers regarding behavioral problems of preschool children with the help of literature review and expert opinion. It was used to assess the knowledge of teachers regarding behavioral problems of preschool children.

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The questionnaire contains 30 items and each item has four options (A, B, C, D) from which respondent have to choose one and each correct answer carry 1 mark.

Key scoring

- Maximum scoring 30
- Minimum scoring 0

Criterion measures

- Good >66%
- Average 34-66%
- Below Average ≤33%

Data Collection Procedure

The data collection for the study was carried out in the month of January 2020. Total enumerative sampling technique was used to select 100 teachers who were teaching in selected schools. Researcher first introduced herself to the respondents and explained the purpose of study. Study procedure was explained to the study subjects and a written consent was obtained. The tool was administered to the study subjects. They were assured that their response would be kept confidential and would be used only for research purpose. All subjects took 15-20 minutes to fill up the research tools.

Section 1: Sample characteristics of study subjects

Table 1 Frequency and percentage distribution of sample characteristics N=100

Variables	n	%
1. Age (in years)		
a) 21-30	28	28
b) 31-40	36	36
c) Above 40	36	36
2. Gender		
a) Male	12	12
b) Female	88	88
3. Educational qualification		
a) Graduation	41	41
b) Post graduation	54	54
c) Doctorate	5	5
4. Teaching experience (in years)		
a) 1-3	20	20
b) 4-6	47	47
c) More than 6	33	33
5. Teaching class		
a) Nursery	25	25
b) LKG	39	39
c) UKG	36	36
6. Number of children in class		
a) 11-20	28	28
b) 21-30	61	61

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c)	31-40	11	11
7.	Marital status		
a)	Single	18	18
b)	Married	64	64
c)	Separated/Divorced/Widow	18	18
8.	Number of kids		
a)	None	18	18
b)	One	30	30
c)	Two	44	44
d)	More than two	8	8
9.	Type of family		
a)	Nuclear	55	55
b)	Joint	45	45

Section-2: Objective Wise Analysis

Objective-1: To gauge pre test knowledge regarding behavioral problems of preschool children among teachers

Table-2 Frequency and percentage distribution of teachers according to level of pre-test knowledge regarding behavioral problems of preschool children. N=100

Level of Knowledge	N	%	Mean	S.D.
Good (>66%)	14	14		
Average (33-66%)	71	71	15.94	4.301
Below average (<33%)	15	15		

Maximum Score :30, Minimum Score :0

Objective 2: To gauge post test knowledge regarding behavioral problems of preschool children among teachers.

Table-3 Frequency and percentage distribution of teachers according to level of post-test knowledge regarding behavioral problems of preschool children. N=100

Level of Knowledge	N	%	Mean	S.D.
Good (>66%)	47	47		
Average (33-66%)	53	53	20.10	3.56
Below average (<33%)	0	0		

Maximum Score :30, Minimum Score :0

Objective-3: To appraise effectiveness of structured teaching programme regarding behavioral problems of preschool children among teachers.

Table-4 Mean and standard deviation of pre-test and post test knowledge regarding behavioral problems of preschool children. N=100

Level of Knowledge	Mean	SD	Df	't'
Pre Test	15.94	4.301		
Post Test	20.10	3.566	99	19.927***

Maximum Score :30, Minimum Score :0

***** significant at p<0.001**

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Objective-4: To determine the association of post test knowledge regarding behavioral problems of preschool children with selected socio-demographic variables among teachers

Table-5(a) Association of post-test knowledge regarding behavioral problems of preschool children among teachers with age (in years). N=100

Age (in years)	Level of knowledge			Total n	df	x ²
	Good n (%)	Average n (%)	Below Average n (%)			
21-30	14(50.0)	14(50.0)	0(0)	28		
31-40	16(44.4)	20(55.6)	0(0)	36	2	.19 ^{NS}
Above 40	17(47.2)	19(52.8)	0(0)	36		

Maximum Score = 30, Minimum Score=0, NS=Non-significant

Table-5(b) Association of post-test knowledge regarding behavioral problems of preschool children among teachers with gender.

Gender	Level of knowledge			Total n	df	x ²
	Good n (%)	Average n (%)	Below Average n (%)			
Male	5(41.7)	7(58.3)	0(0)	12	1	.156
Female	42(47.7)	46(53)	0(0)	88		

Maximum Score = 30

NS= Non-Significant

Minimum Score=0

Table-5(c) Association of post-test knowledge regarding behavioral problems of preschool children among teachers with Educational qualification. N=100

Educational qualification	Level of knowledge			Total n	df	x ²
	Good n (%)	Average n (%)	Below Average n (%)			
Graduation	20(48.8)	21(51.2)	0(0)	41		
Post-graduation	23(42.6)	31(57.4)	0(0)	54		2 2.65
Doctorate	4(80)	1(20)	0(0)	5		

Maximum Score = 30

NS= Non significant

Minimum Score=0

Major Findings

- As per first objective, majority (71%) of teachers had average knowledge regarding behavioral problems of preschool children
- As per second objective, more than half (53%) had average knowledge while little less than half (47%) had good knowledge regarding behavioral problems of preschool children among teachers.
- As per third objective, the pre-test mean and SD was 15.94± 4.301 and posttest mean and SD was 20.10± 3.566 and difference was highly significant (t=19.927, p<0.001).

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Thus, the structure teaching programme has significant effect in improving the knowledge regarding behavioral problems of preschool children among teachers.

- According to fourth objective, in order to assess the association between pre-test knowledge regarding behavioral problems of preschool children among teachers and their selected socio-demographic variables, chi square was computed and findings depicted non –significant association, except educational qualification, where findings determined the statistically significant association ($\chi^2 = 10.20, p < 0.001$).
- According to fifth objective, in order to assess the association between post-test knowledge regarding behavioral problems of preschool children among teachers and their selected socio-demographic variables, chi square was computed and findings depicted non –significant association.

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Conflict of Interest

The author(s) declared no conflict of interest.

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