



A study to assess the effectiveness of planned teaching programme on expressed practice regarding behavioral problems of children among primary school teachers in selected schools, Gurugram, Haryana.

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Abstract: All young children behave badly from time to time, and occasional temper tantrums, aggression and defiance of authority are a normal part of growing up. Developing a consistent approach to diagnosis in the area of problem behavior is thus fraught with difficulty and not without controversy, since many ‘problems or disorders’ are hard to define and assign to a single medical condition or syndrome. India has 375 million children, more than any other in the world. There are more children under the age of 14 and above 14 in India than the entire of USA. The present study aimed to assess the effectiveness of planned teaching programme on knowledge and expressed practice regarding behavioral problems of children among primary school teachers and delivers a planned teaching programme. The results showed that in pretest maximum teachers had moderate practice (46.7%) mean score were 17.5 ± 2.79 regarding behavioral problems of children. In posttest mostly teachers had good practice (83.3%) mean score was 34.45 ± 2.43 regarding behavioral problems of children. t calculated value for practice (35.58) which is more than the tabulated value of 2.00 at 0.05 level of significance.

Keywords: Assess, Effectiveness, Knowledge, Planned Teaching Programme, Behavioral problems of children, primary School Teachers.

I. INTRODUCTION

Children are mirror of a nation. They are our future and our most precious resources. The quality of tomorrow’s world and perhaps even its survival will be determined by the well-being, safety and the physical and intellectual development of children today. To predict the future of a nation, it has been remarked, one need not consult the stars; it can more easily and plainly be read in the faces of its children.¹

All young children behave badly from time to time, and occasional temper tantrums, aggression and defiance of authority are a normal part of growing up. Developing a consistent approach to diagnosis in the area of problem behavior is thus fraught with difficulty and not without controversy, since many ‘problems or disorders’ are hard to define and assign to a single medical condition or syndrome. The term behavior refers to the way a person responds to a certain situation or experience. Behavior is affected by temperament, which is made up of an individual’s innate and unique expectations, emotions and beliefs. Behavior can also be influenced by a range of social and environmental factors including parenting practices, gender, and exposure to new situations, general life events and relationships with friends and siblings.²



India has 375 million children, more than any other in the world. There are more children under the age of 14 and above 14 in India than the entire of USA. The numbers of children, who are coming out of their residence for schooling, are countless, just like stars in the sky or like drops of water in an ocean. For each of them, this particular school age is a formative period, physically as well as mentally. There are many problems faced by the children of this age and out of them behavioral problems are very important. Attention deficit is the most commonly seen behavioral disorder in children.³

The etiological factors for behavioral problems of children are usually biological risk factors, genetic risk factors, family relationship risks, experiential risks and socio environmental risk factors. A number of specific biological factors are associated with behavioral and developmental problems, mainly they contribute to behavioral & emotional difficulties. Prenatal exposure to alcohol, tobacco smoke & drugs also has been found to have an impact on neurocognitive process & is associated with a variety of behavioral problems. There are various behavioral disorders evident in children. Major concern of them is attention deficit hyperactivity disorder, temper tantrum, nail biting and thumb sucking.⁴

II. Statement of the problem

A study to assess the effectiveness of planned teaching programme on expressed practice regarding behavioral problems of children among primary school teachers in selected schools, Gurugram, Haryana.

III. Objectives of the study

1. To assess the effectiveness of planned teaching programme on the expressed practice of primary school teachers regarding behavioral problems of children.
2. To find out the association between posttest expressed practice score of primary school teachers with their selected demographic variables.

IV. Hypothesis

1. **H₁**: There will be significant difference between mean pretest and posttest in practice in relation to planned teaching programme on behavioral problems of school children among primary school teachers.
2. **H₀₁**: There will be no significant difference between mean pretest and posttest in practice in relation to planned teaching programme on behavioral problems of school children among primary school teachers.
3. **H₂**: There will be significant association between the posttest level of expressed practice score on behavioral problems of school children and selected socio-demographic factors among primary school teachers.
4. **H₀₂**: There will be no significant association between the posttest level of expressed practice score on behavioral problems of school children and selected socio-demographic factors among primary school teachers.



V. Material and Method

Research approach- Quantitative research approach was used.

Research design- Pretest posttest experimental research design was adopted.

Setting of the study- The study was conducted in selected schools of Gurugram, Haryana.

Target population- The target population for this study was primary school teachers of Gurugram, Haryana.

Sample- The sample for the present study comprises 60 primary school teachers of selected schools of Gurugram, Haryana.

Sampling technique- Purposive sampling technique was used to select the sample for this study.

Development of tool for data collection:

It consists of two sections: The researcher prepared a self-structured rating scale is used as tool for the study. Self-structured rating scale consist two parts.

Section 1: It is designed to obtain general information of the respondents and it consists of ten items related to the demographic variables of the primary school teachers.

Section 2: It consists of 24 statements regarding expressed practice of primary school teachers regarding the knowledge on selected common behavioral problems of children.

Validity of instrument:

The Self Structured rating scale tool and Planned Teaching Programme were given to 7 experts along with the blue print and objectives of the study to establish the content validity of the tool and Planned Teaching Programme regarding selected common behavioral problems of children. The experts were from the field of Nursing and Medical, Research department. They were requested to give their opinion and suggestions regarding the relevancy of the items in the tool.

Reliability: Reliability of Self Structured rating scale and planned teaching programme was tested by implementing them on 10 primary school teachers those who are working in selected schools in Gurugram. Cronbachs alpha formula was used to find out the reliability of the structured rating scale (0.72).

Data collection procedure: A formal permission was obtained from the three selected schools of Gurugram, Haryana. Data was collected from January 2018 to February 2018. During this period investigator collected both pre and posttest data and also implemented planned teaching programme. The investigator assured the subjects about the confidentiality of the data.



Analysis of data: Both descriptive and inferential statistics analyzed on the basis of the objectives and hypotheses of the study. The expressed practice of primary school teachers regarding behavioral problems of children assessed before and after the administration of planned teaching programme was calculated using frequency, mean, and standard deviation and inferential statistics used to analyze Paired “t” test and fisher exact test. The data was also presented graphically and in the form of table.

VI. Results

The analysis is made on the basis of objectives and hypothesis. The data analysis is planned to include descriptive and inferential statistics. Data is analysis in following parts:

Section I: Description of the demographic variables of primary school teachers.

Section II: Analysis of pretest and posttest practice score of primary school teachers regarding selected common behavioral problems of children.

Section III: Analysis of Paired “t” value of computed between pretest and practice scores of primary school teachers.

Section IV: Association of posttest practice scores with selected demographic variables.

Section I: Description of the demographic variables of primary school teachers:

- Distribution of respondents in relation to age in year the highest primary school teachers 33% were in the age group of 25-30 years, 23% were in age group of < 25, 22% were above age group of 31-35 years and 22% were above > 35 years.
- Distribution of respondents in relation to gender indicates that most of the teachers 92% were female and 8% were male.
- Distribution of respondents in relation to religion indicated that most of the teachers 92% belonged to Hindu religion and 8% belongs to Sikh category.
- Distribution of respondents in relation to marital status of teachers indicates that most of the teachers 82% were married, 17% were unmarried and 2% were divorcee.
- Distribution of respondents in relation to area of residence indicated that 53% of teachers were from urban area and 47% were from rural area.
- Distribution of respondents in relation to educational qualification indicates that most of the teachers 33% were graduated with B.Ed., 28% were post-graduated with M.Ed., 22% were Graduate and 17% were Post Graduate.
- Distribution of respondents in relation to teaching experience indicate that 18(30%) teachers had less than 3 years’ experience, 18(30%) had 3-5 years’ experience, 14(23%) had more than 8 years’ experience and 10(17%) teachers had 6-8 years’ experience.



- Distribution of respondents in relation to total family income indicated that 22(37%) majority of teachers had family income of Rs 30,001 – 50,000/ per month, 19(32%) had 50,001 – 70,000 per month, 11 (18%) had 10,000 – 30,000 per month and 8(13%) had above 70,000/ per month.
- Distribution of respondents in relation to attend in service education on behavioral problems indicated maximum teachers 51(85%) did not attend and remaining 9(15%) attended in service education.
- Distribution of respondents in relation to showing period attending last in service education indicated that teachers 4(7%) attended within 1 year, 3(5%) attended more than 3 years and 2(3%) attended within 2-3 years.

Section II: Frequency and percentage wise distribution of primary school teachers according to their pretest and posttest practice score.

Level of practice	Practice score	Pretest		Posttest	
		f	(%)	f	(%)
Poor	0-16	32	53	0	0
Moderate	17-32	28	46.7	10	16.7
Good	33-48	0	0	50	83.3

This table represented that in pretest the maximum frequency 32(53%) were obtained in the level of poor score which indicated that teachers had poor practice and in posttest the maximum frequency 50(83.3%) were obtained in the level of good score which indicated that teachers had good practice regarding behavioral problems after implementation of planned teaching programme.

Section III: Analysis of pretest and posttest practice score of primary school teachers regarding selected common behavioral problems of children.

Area	Maximum score	Pre test			Post test			Mean difference
		Mean	SD	Mean %	Mean	SD	Mean %	
General information	6	2.86	0.72	47.6	5.08	0.8	84.6	37
Attention Deficit hyperactivity Disorder	14	5.38	1.27	38.4	10.35	1.63	73.9	35.5
Thumb sucking	8	1.45	1.32	18.1	4.1	1.37	51.2	33.1
Nail biting	10	4.71	1.36	47.1	8.08	0.84	80.08	33.7
Temper tantrum	10	3.1	0.95	31	6.83	1.07	68.3	37.3
Overall	48	17.5	2.79	36.4	34.45	2.43	71.7	35.3

Area wise distributions of mean, SD and mean percentage of Pretest and posttest practice scores of primary school teachers regarding behavioral problems of children shows during pretest higher mean score (5.38 ± 1.27) for the area attention deficit hyperactivity disorder which is 38.4% and during posttest also was highest (10.35 ± 1.63) which is 73.9%. Overall mean difference is 35.3 hence it can be interpreted that the planned teaching programme was effective on behavioral problems.

Section IV: Analysis of Paired “t” value of computed between pretest and practice scores of primary school teachers.

Area		Mean Score	S.D	Paired T Test	Table Value at 0.05 df 59	P value
General Questions	PRE	2.87	0.72	17.595	2.00	<0.001
	POST	5.08	0.809			
Attention Deficit Hyperactivity Disorder	PRE	5.38	1.28	18.121	2.00	<0.001
	POST	10.35	1.635			
Thumb Sucking	PRE	1.45	1.32	10.59	2.00	<0.001
	POST	4.10	1.374			
Nail biting	PRE	4.72	1.37	15.939	2.00	<0.001
	POST	8.08	0.850			
Temper Tantrum	PRE	3.10	0.95	19.809	2.00	<0.001
	POST	6.83	1.076			
Overall	PRE	17.52	2.80	35.582	2.00	<0.001
	POST	34.45	2.432			

This table represented that Paired “t” value of computed between pretest and posttest Practice scores of primary school teachers show that there was a significant increase in knowledge scores in the areas like general information, attention deficit hyperactivity disorder, thumb sucking, nail biting and temper tantrum. Thus H₁ hypothesis is accepted.



Section V: Association of posttest practice scores with selected demographic variables.

Variables	Categories	Moderate	Good	df	fishers exact value	P value
Age of Primary School Teacher(in years)	<25	1	13	3	3.057	0.406
	25-30	4	16			
	31-35	1	12			
	More than 35	4	9			
Gender	Male	0	5	1	-	0.190
	Female	10	45			
Religion	Hindu	9	46	1	-	1
	Muslim	0	0			
	Christian	0	0			
	Sikh	1	4			
Marital Status	Married	10	39	2	0.797	0.728
	Unmarried	0	10			
	Divorcee	0	1			
	Separated	0	0			
Area of Residence	Rural	5	23	1	-	0.456
	Urban	5	27			
Educational qualification	Graduation	3	10	3	3.764	0.293
	Post-graduation	1	9			
	Graduation with B.Ed.	2	18			
	Post-Graduation with M.Ed.	4	13			
	Ph.D.	0	0			
	Any other	0	0			
Teaching experience	Less than 3	4	14	3	5.993	0.097
	3-5	3	15			
	6-8	1	9			
	More than 8	2	12			
Total family income per month(in rupees)	Rs 10,000/- 30,000/	1	10	3	3.344	0.33
	Rs. 30,001- 50,000/	4	8			
	Rs. 50,001 – 70,000/	4	15			
	Above Rs. 70,000/	1	7			
In service Education attended on behavioral problems	Yes	0	9	2	-	1.00
	No	10	41			



The table shows that posttest practice score of teachers regarding behavioral problems had no significant association with age, gender, religion, marital status, area of residence, education, teaching experience, family income and in service education attended on behavioral problems. Thus H_2 hypothesis is rejected.

VII. Conclusion

Based on the findings in primary school teachers, there was a poor practice regarding behavioral problems and the planned teaching programme found to be effective as the posttest practice score increases.

VIII. Acknowledgement

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Limitations of the Study:

- The result of the study does not represent the whole population.
- It is a small scale based study.
- Limited to the primary school teachers in selected schools of Gurugram, Haryana.

IX. Recommendations

- A study can be implemented on a large sample to validate and generalize the findings.
- A study can be conducted to compare the effectiveness of various teaching methods.
- A study can be compared with some other behavioral problems.

Ethical Standards:

This study was conducted after getting approval from the Institutional Ethics Committee and after obtaining written consents from all subjects.

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