



A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING ADJUSTMENT DISORDER AND ITS MANAGEMENT AMONG PARENTS OF MIDDLE SCHOOL CHILDREN AT SELECTED SCHOOL, INDORE

Author: Pratik Kothari, Dr. Payal Sharma

ABSTRACT

Early adolescence might be broadly considered to stretch between the ages of 10 and 14. They are otherwise called as middle school children. Adolescence is widely recognized as a period of social, religious, political, and vocational adjustments as well as a period of striving for increasing emotional and financial independence from parents. In early adolescence period the children should undergo dramatic changes in all the aspects. Because of this change the children not able to adjust with their life. It is the responsibility of everyone to help the children. Family plays a vital role. So it is important to educate the parents. Methods of Study: An experimental study was conducted to determine the level of knowledge regarding adjustment disorder among parents of middle school children in panchayath union middle school. The research design was one group pre test and post test experimental design. The sample size was 50, purposive sampling technique was used to select the people of parents of middle school children. Major Finding of The Study: From the finding of the study pre test 27 (54%) had inadequate knowledge, 23 (46%) had moderate knowledge and none of them had adequate knowledge. during post test 32 (64%) had adequate knowledge, 18 (36%) had moderate knowledge and none of them had inadequate knowledge. Comparison of mean and standard deviation score of level of knowledge and effectiveness of structured teaching program among parents of middle school children during

pre-test and post-test. In parents pre test mean level of knowledge score was 10 with the standard deviation of 3.68 and post test mean level of knowledge score was 19.92 with the standard deviation of 3.77. The mean difference between the pre test and post test value was 33.18. The paired “t” test value of level of knowledge was 19.16 in the parents. the statistically significant value was $P<0.05$. It is interpreted that structured teaching program can improve the level of knowledge regarding adjustment disorder. Association of the demographic variables with the level of knowledge among parents of middle school children. The chi square test shown that there was no significant association between the selected demographic variables of gender of children, religion, marital status, relationship with their children, source of information and there was a significant association between the age of the children, gender of the parents, educational status of father and mother, occupational status of father and mother, family income per month, residential area, sharing of personal problem with their parents, problematic students should be helped. Conclusion: Based on the findings mean post test knowledge level was higher than the mean pre test knowledge level. This result indicates structured teaching program was found to be significantly effective in improving the knowledge level of the parents regarding adjustment disorder and its management.

INTRODUCTION

Early adolescence might be broadly considered to stretch between the ages of 10 and 14. They are otherwise called as middle scholars. Adolescence is widely recognized as a period of social, religious, political, and vocational adjustments as well as a period of striving for increasing emotional and financial independence from parents.

According to **WHO (2017)** Worldwide 10-20 % of children and adolescent experience mental disorders. Half of all mental illness begin by the age of 14 and three-quarters by mid-20s. Neuropsychiatric conditions are the leading causes of disability in young people in all regions. If un treated, these conditions severely influence children development, their educational attainments and their potential to live fulfilling and productive lives. Children with mental disorders face major challenges with stigma, isolation and discrimination, as well as lack of access to health care and education facilities, in violation of their fundamental human rights. It is also suggested the comprehensive mental health action plan 2013–2020, adopted by the 66th World Health

Assembly, provides a framework for strengthening capacities in countries to address the mental health needs of children and adolescents. The Department encourages the adoption of a life-cycle approach in implementation of mental health policies and strategies.

Adjustment starts from the childhood. Adjustment is not a simple term like adaptation or accommodation. It actually a behavioral process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments. Adjustment is a continuous process, not fixed or static state, in fact adjustment is defined as the continuous process of satisfying one's desires, and it involves many aspect of behavior. Adjustment covers four specific areas which are the academic adjustment, social adjustment, personal-emotional adjustment, as well as attachment and commitment towards educational along with institutional goals.

Life is the continuous adjustment of internal relations to external relations. Every new adjustment is a crisis in self-esteem. All biological phenomena act to adjust, there are no biologic actions other than adjustment. Adjustment is another name for equilibrium. Equilibrium is the universal, or that which has nothing external to derange it. Adjustment problem occurs when there is an inability to make own decision to some need or stress which occur in the environment both internally and externally. The common adjustment problems are depression, alcoholism, suicide (Attempted and Completed), drug abuse, bipolar affective disorder, violence, homicide, rape, robbery, aggravated assault, juvenile delinquency, sexual abuse, phobia (Social phobia),conduct disordersand schizophrenia.

NEED FOR THE STUDY

Parents are wandering why my child's is behaving like this. What is the reason for this behavior. Whether this behavior is right or wrong and what we need to do.

Adjustment disorders are very common among children and adolescents, occurring with equal frequency among boys and girls. Adjustment disorders occur in all cultures; however cultural influences may impact the type of stressor and symptoms experienced. Children and teens of all ages experience adjustment disorder; however, it's thought that the symptoms of the disorder will vary between children and adults. Adults may experience a more emotional reactionwhile children and adolescents often act out.

Adolescence is a crucial period which faces manifold problems of recognition with their parents, peer groups and all other members of the society. Therefore it is the responsibility of the parents to understand the adjustment problems of their children. Hence the investigator justifies the importance of exploring the adjustment problems of the adolescents. Family plays the vital in improving and sustaining the adjustment of the children. So, after notice this statistics the researcher has decided to do the research work on the adjustment problem and its management of adolescents by giving knowledge to the parents. The study of adjustment problems among adolescence is essential because directly or indirectly it will affect the adolescence.

STATEMENT:

“A study to assess the effectiveness of structured teaching program on knowledge regarding adjustment disorder and its management among parents of middle school children at selected school”.

OBJECTIVES OF THE STUDY:

1. To assess the knowledge regarding adjustment disorder among parents of middle schoolchildren.
2. To evaluate the effectiveness of structured teaching program on knowledge regarding adjustment disorder and its management among parents of middle school children.
3. To determine the association between the knowledge post test scores with selected socio-demographic variables.

RESEARCH HYPOTHESIS:

H1 - There is significant difference in the pre and post test knowledge score regarding adjustment disorder and its management among parents of middle school children.

H2 - There is significant association between post test score knowledge regarding adjustment disorder and its management among parents of middle school children's with selected demographic variables.

Limitations:

1. The parents those who read and write Tamil
2. The children those who are in the age group of 11-13 yrs.

METHODOLOGY

RESEARCH APPROACH:

Quantitative and evaluative approach was used in this study.

RESEARCH DESIGN:

A research design selected for the present study was quasi experimental one group pretest post test design.

SETTING OF THE STUDY

The study was conducted in Panchayath union middle school,

POPULATION

The population of this study were parents of middle school children.

Target population:

The target population of this study were parents of middle school children those who are studied in Panchayath union middle school,

Accessible population:

The accessible population for this study were the middle school children parents in Panchayath union middle school, who meets the inclusion criteria.

SAMPLE:

The sample consists of parents of middle school children.

The sample size

The sample size was 50.

Sampling technique:

Purposive sampling technique was used to select the samples for the study.

CRITERIA FOR SAMPLE SELECTION

Inclusion criteria:

1. Parents of middle school children.
2. Parents including both father and mother.
3. Parents those who are willing to participate in the study.
4. Parents those who are available at the time of data collection.

Exclusion criteria:

1. Parents those who are having children with adjustment problem in their family.
2. Who is not willing to participate in this study.
3. Who is having knowledge regarding adjustment disorder.

DATA ANALYSIS AND INTERPRETATION

Section A: Description of samples according to their demographic variables.

Section B: Asses the level of knowledge among parents of middle school children beforeand after using structured teaching program.

Section C : Effectiveness of structured teaching program on adjustment disorder amongparents of middle school.

Section D: Find out association between demographic variables and knowledge level of adjustment disorder among parents of middle school children.

SECTION A : DESCRIPTION OF SAMPLES ACCORDING TO THEIR DEMOGRAPHIC VARIABLES
TABLE: 4.1 Frequency and Percentage distribution of demographic variables among the middle school children parents

n=50

S.NO	DEMOGRAPHIC VARIABLES	FREQUENCY	PERCENTAGE (%)
1.	Age of the children (In years):		
	a. 11	13	26%
	b. 12	17	34%
	c. 13	20	40%
2.	Gender of the children		
	a. Male	17	34%
	b. Female	33	66%
3.	Gender of the parent:		
	a. Male	20	40%
	b. Female	30	60%
4.	Religion:		
	a. Hindu	36	72%
	b. Christian	13	26%
	c. Muslim	01	2%
5.	Educational status of the father.		
	a. No formal education	04	8%
	b. Primary education	13	26%
	c. Secondary education	07	14%
	d. Higher secondary education	09	18%
	e. Degree	17	34%
6.	Educational status of the mother:		
	a. No formal education	03	06%
	b. Primary education	07	14%
	c. Secondary education	14	28%
	d. Higher secondary education	14	28%
	e. Degree	10	20%
7.	Occupation of the father:		
	a. Coolie worker	13	26%
	b. Private employee	24	48%
	c. Government employee	06	12%
	d. self employment	04	08%
	e. Unemployed	03	06%
8.	Occupation of the mother		
	a. Coolie worker	05	10%
	b. Private employee	28	56%

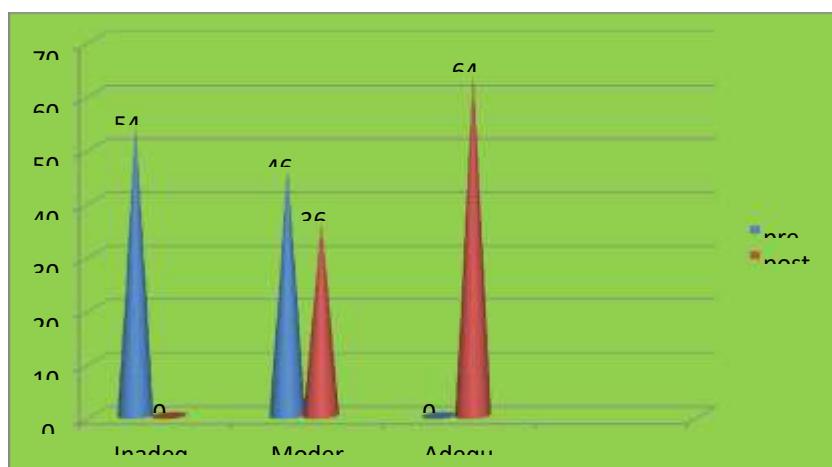
	c. Government employee	06	12%
	d. self employment	06	12%
	e. Unemployed	05	10%
9.	Income of the family per month (in rs):		
	a. Less than 6000	07	14%
	b. 6001 to 10,000	14	28%
	c. 10,000 to 15,000	16	32%
	d. Above 15,000	13	26%
10.	Residential area		
	a. Rural	28	56%
	b. Semi-Urban	22	44%
	c. Urban	0	0%
11	Marital status		
	a. Married	44	88%
	b. Widow	04	08%
	c. Widower	02	04%
	d. Divorced	0	0%
12.	How is your relationship with your children?		
	a. Affectionate	39	78%
	b. Cordial	09	18%
	c. Hatred	02	04%
	d. Distance	0	0%
13.	Do your children share very personal problems with you?		
	a. Not Sure	06	12%
	b. Tells all the problems	19	38%
	c. Will not share due to Shyness	08	16%
	d. Will not share due to Communication gap.	16	32%
	e. No close relationship	01	02%
14.	In which way do you think that the problematic students should be helped?		
	a. Severe punishment	01	2%
	b. Inform to the teachers to guide them	31	62%
	c. consulting with child psychologist	11	22%
	d. No suggestion	07	14%
15.	Source of information about adjustment problems		
	a. Health person	06	12%
	b. Friends/ relatives	29	58%
	c. Mass media	08	16%
	d. No information	07	14%

**SECTION B: ASSESS THE LEVEL OF KNOWLEDGE AMONG PARENTS BEFORE AND AFTER
STRUCTURE TEACHING PROGRAM.**

TABLE: 4.2 Frequency and percentage distribution of pre and post test scores on adjustment disorder among parents of middle school children.

S.NO	LEVEL OF KNOWLEDGE	SCORE	PRE TEST		POST TEST	
			FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
1.	Inadequate	0-10	27	54%	0	0%
2.	Moderate	11-20	23	46%	18	36%
3.	Adequate	21-30	0	0%	32	64%

Bar diagram showing frequency and distribution of pre test and post test score.



SECTION C: Effectiveness of structured teaching program on adjustment disorder among parents of middle school children.

The effectiveness of structured teaching program on adjustment disorder among parents of middle school children. Paired" t" value of pre test and post test scores on level of knowledge among parents of middle school.

Table 4.3 Paired" t" value of pre test and post test scores of level of knowledge among parents.

S.No	Level of knowledge	Paired" t" value	Table value	Level of significant
1.	Adjustment disorder	19.16	2.001	P<0.05 Significance

Df=49

Table value=2.001

P <0.05 Significance

(Table 4.3) shows Paired" t" value was calculated to analyze the effectiveness between pre and post scores of knowledge level of parents. The paired "t" value was 19.16, which is high when compared to table value 2.001. It seems that the structured teaching program was also effective in improving the knowledge level among parents.

Table 4.4 Area wise comparison of mean, standard deviation, and mean percentage of pre test and Post test scores on level of knowledge among parents of middle school children.

S.no	Level of knowledge	Max score	Parents of middle school children						Difference in mean percentage %	
			Pre test			Post test				
			Mean	SD	Mean %	Mean	SD	Mean %		
1.	Adjustment disorder	30	10	3.68	6.66%	19.92	3.77	39.84%	33.18%	

Section D: Association between demographic variables and level of knowledge among parents. Table 4.5 Chi square value of association between post test scores of knowledge level among parents with their selected demographic variables

S.NO	Demographic variables	Df	Table value	Chi square value	Level of significance
1.	Age of the children (In years)	2	2.05	2.68	P < 0.05 Significant
2.	Gender of the children	1	1.41	0.465	P < 0.05 Significant
3.	Gender of the parent	1	1.41	2.11	P < 0.05 Significant
4.	Religion	2	2.05	0.5959	P > 0.05 Not Significant
5.	Educational status of the father	3	3.84	4.796	P < 0.05 Significant
6.	Educational status of the mother	3	3.84	4.3515	P < 0.05 Significant
7.	Occupation of the father	3	3.84	4.3265	P < 0.05 Significant
8.	Occupation of the mother	3	3.84	2.389	P > 0.05 Not Significant
9.	Income of the family per month	3	3.84	4.973	P < 0.05 Significant
10.	Residential area	2	2.05	3.084	P < 0.05 Significant
11.	Marital status of the parent	3	3.84	0.3825	P > 0.05 Not Significant
12.	Relationship with their children	3	3.84	0.62	P > 0.05 Not Significant
13.	children share very personal problems with parents	3	3.84	5.5074	P < 0.05 Significant
14.	How problematic students should be helped	3	3.84	2.5596	P > 0.05 Significant
15.	Source of information	3	3.84	1.152	P > 0.05 Not Significant

Df=2 Table value=2.001 P < 0.05 Significance P > 0.05 Not significance

CONCLUSION:

From the findings of the study it can be concluded that,

- ✓ Most of the parents were have inadequate knowledge level.
- ✓ The mean post test score was higher than the mean pretest score, it indicates structured teaching program found to be significantly effective in improving the level of knowledge among parents.

It shows that this structured teaching program was effective regarding the knowledge of adjustment disorder among parents of middle school children.

REFERENCES

- Jacob Antiskid, Psychology for graduate nurses 4th edition,113-120
- Josselyn. I.M. (1959): Psychological changes in adolescence, children. (43-47)
- Kakkar, A.A. (1967): A study of relationship among adolescent adjustment. Indian psychological abstract,vol,7 1975.
- KamayaniMahodaya,Psychology and mental hygiene for nurses,225-240
- Kaplan, P. S. (1986). A Child's Odyssey: Child and Adolescent development, West Publishing Company. USA.

- Basavavachar, 1997 "Adjustment Problem of adolescent students" NIMHNS Journal, 15(3) p no 270-272
- Tanka, Tomoko, Jiro, Kohyma, Takaya and Fujihara, 1994. "Adjustment pattern of international students in Japan".
- Thenmozhi, S. and Karunanidhi, S. (2005) Effect of family structure on behavioural adjustment problems among young adolescents. Indian Journal of Community Psychology, 2005 (1), 150-158.
- Adams J F. (2000), understanding adolescents: current developments in adolescent's psychology. 4th edition. Allyn and Bacon, Inc.
- Chaudhary, N. and Bajaj, N., (2005), Emotional maturity and occupational aspirations of adolescents staying at home and orphanage. Indian Psycho.
- Sandra A Brown, Alice Gleghorn, marc A. Schuckit, mark G, myess, marian A. Mott "Conduct disorder among adolescent alcohol and drug abusers" Article volume 57, 1996