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A Study To Assess The Effectiveness Of Planned Teaching Programme On Knowledge Regarding Childhood Behavioural Disorders Among Selected School's Teachers Of District Mandi (Hp).

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ABSTRACT-"Aim of study to assess the effectiveness of planned teaching programme on knowledge regarding childhood behavioural disorders among selected school's teachers of district mandi (H.P)".

METHODS- Pre-experimental one group pretest- posttest research design) under non probability convenient sampling technique was used to assess the knowledge regarding childhood behavioural disorders among selected school's teachers of district mandi (H.P)". Population of the study consisted of (N=60) school's teachers in selected Schools of district mandi who meet the inclusion criteria. Demographic data profile sheet was used for assessment of demographical variables such as Age in years, Gender, Marital Status, Types of family, Place of residence, Education, Teaching Experience, Area of working, Having Children between Age Group. Self Structured knowledge Questionnaire was used to assess the knowledge regarding childhood behavioural disorders among selected school's teachers. The self-structured knowledge questionnaire consists of 25 questions which right answers was documented as one mark and wrong answer was documented as zero marks.

RESULT- The finding of the study showed that in pre- test majority of teachers 33(55%) had moderate knowledge, 27(45%) had adequate knowledge regarding childhood behavioural disorders and in posttest 0(0%) had inadequate knowledge ,4(6.7%) had moderate knowledge,56(93.3%) had adequate knowledge regarding childhood behaviour disorder among school teachers. The pre test knowledge score among school teachers Mean±S.D was 16.05±2.452, mean% was 64.20, mean difference was 3.500 , paired t test was 11.412, and the p value <0.001.The post knowledge score of school teacher was significantly higher than pretest. Thus it can be inferred that the planned teaching programme is more effective to enhance the knowledge regarding childhood behaviour disorders among school teachers.

CONCLUSION- The finding of the study showed that in pre- test majority of teachers 33(55%) had moderate knowledge, 27(45%) had adequate knowledge regarding childhood behaviour disorder and in posttest 0(0%) had inadequate knowledge ,4(6.7%) had moderate knowledge,56(93.3%) had adequate knowledge regarding childhood behaviour disorder among school teachers. The chi square value shows that there is significant association between score level and socio demographic variables.

INTRODUCTION

Today's children are tomorrow's responsible citizens of the world. There is a great to emphasize on children these days because of the recognition that a very substantial proportion of the world's population, 35-45%constitute young children. The future of our country depends on positive mental health of our young people. However, nearly one in five children and adolescents have emotional and behavioural disorders at some point of time in their young lives, regardless of their geographic region or socio-economic status.

Mental health disorders are very common in childhood and they include disorderpica, attention deficit hyperactive disorder (ADHD) or developmental (autistic spectrum) disorders and temper tantrum.

While low-intensity naughty, defiant and impulsive behavior from time to time, losing one's temper, destruction of property, and deceitfulness/stealing in the preschool children are regarded as normal, extremely difficult and challenging behaviors outside the norm for the age and level of development, such as unpredictable, prolonged, and/or destructive tantrums and severe outbursts of temper loss are recognized as behavior disorders. Community studies have identified that more than 80% of preschoolers have mild tantrums sometimes but a smaller proportion, less than 10% will have daily tantrums, regarded as normative misbehaviors at this age.

Challenging behaviors and emotional difficulties are more likely to be recognized as "problems" rather than "disorders" during the first 2 years of life.

Any abnormal pattern of behavior which is above the expected norm for age and level of development can be described as "challenging behavior". It has been defined as: "Culturally abnormal behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to and use of ordinary community facilities".

They can include self-injury, physical or verbal aggression, non-compliance, disruption of the environment, inappropriate vocalizations, and various stereotypies. These behaviors can impede learning, restrict access to normal activities and social opportunities, and require a considerable amount of both manpower and financial resources to manage effectively.

NEED OF THE STUDY

"Children are the inheritance from God. They are like clay in the potter's hand handled with love and care, they are become something beautiful or else they will break"-

Schoolsplayacrucialandformativeroleinthespheresofcognitive,language,emotional, social and moral development of children. There is now a growing recognition thatschools have a significant role in promoting mental health. Teachers are powerful groups whohave in their process of education studied the nature of individual growth.

At least 3% of school age children suffer from serious emotional disturbances at any given point of time. Early detection of psychiatric problems in children is of paramount importance. A few studies carried out in India revealed the prevalence of psychiatric morbidity to be 8-30% in children under 12 years of age. Thus, at any point in a given time, one out five children in the general population has a clinically significant disorder.

So, the investigator felt that the teachers should have adequate knowledge regarding various aspects of school children's behavioral problems.

PROBLEM STATEMENT

"A Study to Assess the Effectiveness of Planned Teaching Programme on Knowledge Regarding Childhood Behavioural Disorders Among Selected School's Teachers of District Mandi (HP)".

OBJECTIVES

1. To assess the level of knowledge score regarding childhood behavioural disorders among school's teachers.
2. To evaluate the effectiveness of planned teaching programme on knowledge regarding childhood behavioral disorders among school's teachers.
3. To find out the association between pre-test knowledge regarding childhood behavioral disorders among school's teachers with selected socio-demographic variables.

HYPOTHESIS

- **H_1-**There will be a significant difference pretest and post test score on knowledge regarding childhood behavioural disorders among selected school teachers $p<0.05$ level of significance.
- **H_01-**There will be no significant difference pretest and post test score on knowledge regarding childhood behavioural disorders among selected school teachers $p<0.05$ level of significance
- **H_2-**There will be a significant association between selected demographic variables and pretest knowledge regarding childhood behavioural disorders among selected school teachers $p<0.05$ level of significance.
- **H_02-**There will be no significant association between selected demographic variables and pretest knowledge regarding childhood behavioural disorders among selected school teachers $p<0.05$ level of significance.

MATERIAL AND METHOD-

Research Apporach -Quantitative approach

Research Design - Pre-Experimental Research Design

Research Setting - Selected school of district mandi (HP).

Population –Selected school teachers of district mandi

Target Population- 60 Schools teachers of selected schools of district mandi(HP)

Accessible Piopulation – Teachers who deals with 1st to 12th standard and who were present at the time of data collection.

Sampling Technique - Non probability (Convenient) sampling technique.

Sample size- 60

Independent Varables

Independent variables in this study were planned teaching programme practice for improving knowledge among school teachers regarding behavioural disorders.

Dependent Variables

Dependent variables in the study were knowledge and practice among school teachers regarding behavioural disorders.

ETHICAL CONSIDERATION:

1. Permission will be obtained from the research and ethical committee of Abhilashi college of Nursing Tanda Ner chowk.
2. Approval will be taken from the administration of selected school of district Mandi (HP).
3. Permission will be taken from the principal of the college.
4. Written consent will be taken from the individual subject.
5. Confidentiality of the information will be maintained.
6. Study participants will be explained clearly about the study purpose, their part during study and how the confidentiality of the study finding will be maintained.

DESCRIPTION OF THE TOOL-

The present study aimed "to assess the effectiveness of planned teaching programme on knowledge regarding childhood behavioural disorders among selected schoolsteachers of district mandi (H.P)".

1. **Demographic data profile sheet-** Demographic profile sheet was developed by investigator for the purpose of collecting background information of sample such as Age in years, Gender, Marital Status, Types of family, Place of residence, Education, Teaching Experience, Area of working, Having Children between Age Group etc. the item of this tool had not scoring as it reflects factual information.
2. **Self Structured knowledge Questionnaire-** Self Structured knowledge Questionnaire was used to assess the knowledge regarding childhood behavioural disorders among selected schools teachers.

CRITERION MEASURES

The self-structured knowledge questionnaire consists of 25 questions which right answers was demonstrated as correct one mark was documented were as zero marks. The complete range were 0-25

3. TABLE NO.-1

Criteria for assessing childhood behavioural disorders among school teachers

CRITERIA MEASURE		
Knowledge score	**Range**	**%**
INADEQUATE KNOWLEDGE.	(0-8)	0(0%)
MODERATE KNOWLEDGE	(9-16)	33(55%)
ADEQUATE KNOWLEDGE	(17-25)	27(45%)

4. Maximum score= 25 minimum score= 0

Frequency & Percentage distribution of pre-test level of knowledge score regarding childhood behaviour disorders among school teachers.

(N= 60)

CRITERIA MEASURE OF PRETEST KNOWLEDGE SCORE		
	SCORE LEVEL	PRE TEST f(%)
INADEQUATE KNOWLEDGE.	(0-8)	0(0%)
MODERATE KNOWLEDGE	(9-16)	33(55%)
ADEQUATE KNOWLEDGE	(17-25)	27(45%)

Maximum Score=25 Minimum Score=0

Frequency & Percentage distribution of post-test level of knowledge regarding childhood behaviour disorders among school teachers.

(N= 60)

CRITERIA MEASURE OF POSTTEST KNOWLEDGE SCORE		
	SCORE LEVEL	POST TEST f(%)
INADEQUATE KNOWLEDGE.	(0-8)	0(0%)
MODERATE KNOWLEDGE	(9-16)	4(6.7%)
ADEQUATE KNOWLEDGE.	(17-25)	56(93.3%)

Maximum Score=25 Minimum Score=0

SUMMARY

This will be a pre-experimental study to assess the effectiveness of structured teaching program on knowledge regarding childhood behavioural disorders among school teachers of district mandi (HP). 60subjects will be selected by convenient sampling technique. it includes the research approach, research design, variables under study, setting, population, sample and sampling techniques, sample size, development and description of tools, validity and reliability of the tools, ethical consideration, procedure for data collection and plan for data analysis.

RESULT-

SECTION-I

DESCRIPTION OF SELECTED SOCIO-DEMOGRAPHIC VARIABLES OF SCHOOLS TEACHERS

This section describes the demographic characteristics of the sample under study. The data obtained describes the characteristics pertaining Age in years, Gender, Marital Status, Types of family, Place of residence, Education, Teaching Experience, Area of working, Having Children between Age Group.

TABLE.NO:2 Frequency and percentage distribution of selectedsocio demographic variables regarding childhood behaviour among schools teachers.

N=60

SR.NO.	VARIABLES	FREQUENCY	PERCENTAGE
1	**Age In Years**		
	> 21 years	7	11.67 %
	26-30 years	15	25.00 %
	31-35 years	26	43.33 %
	> 35 years	12	20.00 %
2	**Gender**		
	Male	24	40.00 %
	Female	36	60.00 %
	Others	0	0.00 %
3	**Marital Status**		
	Unmarried	20	46.67 %
	Married	34	56.67 %
	Widow	4	6.67 %
	Separated	2	3.33 %
4	**Types of family**		
	Nuclear family	27	45.00 %
	Joint family	19	31.67 %
	Extended family	10	16.67 %
	Single parent family	4	6.66 %
5	**Place of residence**		
	Urban	22	36.67 %
	Rural	38	63.33 %
6	**Education**		
	LT	8	13.33 %
	JBT	14	23.33 %
	TGT	10	16.67 %
	Others	28	46.67 %
7	**Teaching Experience**		
	< 5 years	11	18.33 %
	6-10years	14	23.33 %
	11-15 years	27	45.00 %
	> 15 years	8	13.33 %

8	**Area of working**		
	Govt. sector	16	26.67 %
	Private sector	30	50.00 %
	Semi govt. sector	14	23.33 %
9	**Having Children between Age Group**		
	<6 years	15	25.00 %
	6-12 years	37	61.7 %
	> 12 years	8	13.3 %

The data presented in the table no.2depicted frequency and percentage of school teachers in terms of knowledge selected socio demographic variables. Out of 60 school teachers (11.67%) of the school teacher age group were > 21 years, (25.0%) in age group 26-30 years, (43.33%) in the age group 31-35 years, (20.00%) in the age group. > 35 years. Out of 60 school teachers (40.0%) of the school teachers were male, (60.0%) of school teacher were female, (0.00%) of school teachers were others. Out of 60 school teachers (46.67%) were unmarried, (56.67%) were married, (6.67%) were widow, (3.33%) of the school teachers were separated of 60 school teachers, out of 60 school teachers (45.0%) belongs to nuclear family, (31.67%) belong to joint family, (16.67%) belong to extended family, (6.67%) belongs to single parent family. Out of 60 school teachers (36.67%) from urban, (63.33%) from rural. Out of 60 school teachers (13.3%) of D.Ed.education, (23.33%) of JBT education (16.67%) of B.Ed. education (46.67%) of others education. Out of 60 school teachers (18.33%) were <5 years of teaching experience, (23.33%) of school teacher were 6-10 years, (45.0%) of school teachers were 11-15 years' experience, (13.33%) were > 15 years' experience. Out of 60 school teachers (26.7%) working in govt sector, (50.0%) working in private sector, (23.3%) working in semi govt. sector. Out of school 60 school teachers (23.35%) having < 6 years children age group, (50.0%) having 6-12 years children age group, (26.7%) having > 12 years children age group.

SECTION – II

This section deals with the analysis with the interpretation of the data related to knowledge score among school teachers in order to assess the effectiveness of planned teaching programme regarding childhood behaviour disorders among school teachers. Which obtained through a self-structured questionnaire by using descriptive with inferential statistics. The frequency and percentage distribution of knowledge score was calculated presented table no. 3

Table –3 : Frequency & Percentage distribution of pre-test level of knowledge score regarding childhood behaviour disorders among school teachers.

(N= 60)

CRITERIA MEASURE OF PRETEST KNOWLEDGE SCORE		
	SCORE LEVEL	PRE TEST f(%)
INADEQUATE KNOWLEDGE.	(0-8)	0(0%)
MODERATE KNOWLEDGE	(9-16)	33(55%)
ADEQUATE KNOWLEDGE	(17-25)	27(45%)

Maximum Score=25 Minimum Score=0

The data presented in the table 3 depicted that out of 60 school teachers(0(0%) had inadequate knowledge (33(55%) had moderate knowledge (27(45%) had adequate knowledge regarding childhood behaviour disorders see figure 10.

Table –5 : Frequency & Percentage distribution of post-test level of knowledge regarding childhood behaviour disorders among school teachers.

(N= 60)

CRITERIA MEASURE OF POSTTEST KNOWLEDGE SCORE		
	SCORE LEVEL	POST TEST f(%)
INADEQUATE KNOWLEDGE.	(0-8)	0(0%)
MODERATE KNOWLEDGE	(9-16)	4(6.7%)
ADEQUATE KNOWLEDGE.	(17-25)	56(93.3%)

Maximum Score=25 Minimum Score=0

The data presented in the table 5 depicted that out of 60 school teachers ,0(o%) school teachers had inadequate knowledge 4(6.7%) had moderate knowledge,56(93.3%) had adequate knowledge regarding childhood behaviour disorders among school teachers see figure 13

Table –8 :Mean, SD, range, mean%, mean difference of pre-test and post-test Scores of knowledge regarding childhood behaviour disorders among school teachers

N=60

Paired T Test	Mean±S.D.	Mean%	Range	Mean Diff.	t Test	P value
PRETEST KNOWLEDGE	16.05±2.452	64.20	12-21	3.500	11.412	<0.001*
POSTTEST KNOWLEDGE	19.55±2.037	78.20	16-24			

Maximum= 25 Minimum=0,T Value at 0.05=2.00

The data presented in the table 8 showsthat the pre test knowledge score among school teachers Mean±S.D was 16.05±2.452, mean% was 64.20,mean difference was 3.500 , paired t test was 11.412, and the p value <0.001.The post knowledge score of school teacher was significantly higher than pretest. Thus it can be inferred that the planned teaching programme is more effective to enhance the knowledge regarding childhood behaviour disorders among school teachers. Therefore null hypothesis H_{02} was rejected and researcher hypothesis H_2 was accepted see fig.17

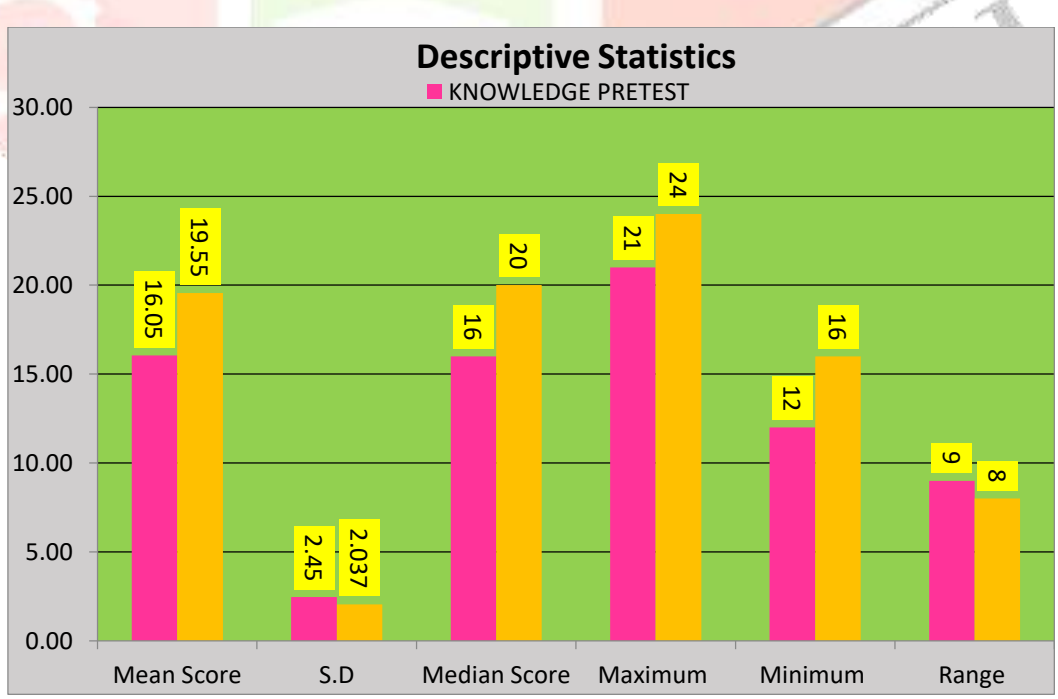

Figure no. 18: Bar diagram representing comparison of descriptive statistics of pre-test and post-test knowledge scores

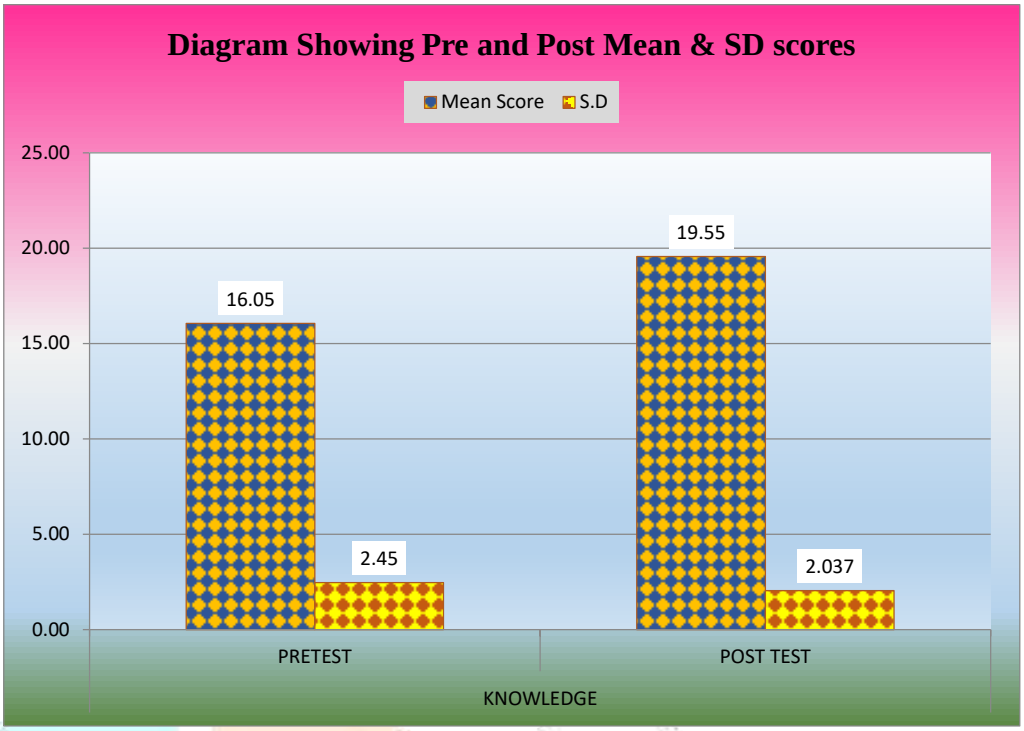

Figure no. 19: Bar diagram representing Mean & SD of pre-test and post-test knowledge scores

Table –11 : Association of post test knowledge score with socio-demographic variables among school teachers.

This section deals with the findings related to the association between score and selected demographic variables. The chi-square test was used to determine the association between the score levels and selected demographic variables

ASSOCIATION OF POSTTEST KNOWLEDGE SCORES WITH SELECTED SOCIO-DEMOGRAPHIC VARIABLES.								
SR. NO.	**VARIABLES**	**ADEQUATE KNOWLEDGE**	**MODERAT KNOWLEDGE**	**INADEQUATEKNOWLEDGE**	**df**	**χ^2**	**t Value**	**P Value**
1	**Age in years**							
	> 21 years	8	0	0				
	26-30 years	16	0	0	3	3.437	7.815	0.329^{NS}
	31-35 years	19	3	0				

	> 35 years	13	1	0				
2	**Gender**							
	Male	8	1	0	2	0.779	5.991	0.677^{NS}
	Female	38	2	0				
	Others	0	0	0				
3	**Marital Status**							
	Unmarried	8	0	0	3	3.437	7.815	0.329^{NS}
	Married	16	0	0				
	Widow	19	3	0				
	Separated	13	1	0				
4	**Types of family**							
	Nuclear family	5	1	0	3	1.215	7.815	0.749^{NS}
	Joint family	15	1	0				
	Extended family	13	1	0				
	Single parent family	23	1	0				
5	**Place of residence**							
	Urban	25	3	0	1	1.382	3.841	0.240^{NS}
	Rural	31	1	0				
6	**Education**							
	LT	8	0	0	3	2.487	2.778	0.819*
	JBT	14	2	0				
	TGT	14	1	0				
	Others	20	1	0				
7	**Teaching Experience**							
	< 5 years	10	1	0	3	0.927	0.902	0.819*
	6-10years	13	1	0				
	11-15 years	26	1	0				
	> 15 years	7	1	0				
8	**Area of working**							
	Govt. sector	15	1	0	2	1.846	5.991	0.397^{NS}
	Private sector	29	1	0				
	Semi govt. sector	12	2	0				
9	**Having Children between Age Group**							
	<6 years	12	2	0	2	1.846	5.991	0.397^{NS}
	6-12 years	29	1	0				
	> 12 years	15	1	0				

Table no 11 showed There is significance association between the level of scores and other socio-demographic variables Education, Teaching Experience, the calculated chi-square values were less than the table value at the 0.05 level of significance.

DESCUSSION

Inthis section, investigator interpretively discusses the result of the study. In the discussion, researcher ties together all the loss end of the study. The findings of the present study were discussed in accordance with the objectives of the study. The findings of the study are discussed in the light of literature trends and references to findings by other investigators.

The findings in the study were discussed under the objectives in following order.

1. To assess the level of knowledge regarding childhood behavioural disorders among school teachers.
2. To evaluate the effectiveness of planned teaching programme on knowledge regarding childhood behavioral disorders among school teachers.
3. To find out the association between knowledge regarding childhood behavioral disorders among school teachers with selected socio-demographic variables

Objective 1: To assess the level of knowledge regarding childhood behavioural disorders among school teachers.

Finding show that after assess the knowledge regarding childhood behavioural disorders among school teachers out of 60 school teachers out of 60 school teachers(0(0%) had inadequate knowledge (33(55%) had moderate knowledge (27(45%) had adequate knowledge regarding childhood behaviour disorders.

A similar study was conducted by: **V. JANAKI1, T. SENTHIL THIRUSANGU2 (2019)** A Descriptive study was conducted to assess the Knowledge on Behavioural Problems The sample size was 60 school teachers .The study result shows that the knowledge of school teachers on behavioural problems of school children 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 behavioural problems of school children among school teachers. The mean and standard deviation of the study is 14.02 +4.26.

Objective 2: To evaluate the effectiveness of planned teaching programme on knowledge regarding childhood behavioral disorders among school teachers.

In the pre- test 0(0%) school teachers had inadequate knowledge 33(55%) had moderate knowledge, 27(45%) had adequate knowledge regarding childhood behaviour disorder among school teachers

In post-test 0(0%) had inadequate knowledge ,4(6.7%) had moderate knowledge,56(93.3%) had adequate knowledge regarding childhood behaviour disorder among school teachers.

A similar study was conducted by: **GARG SANDEEP [1],PANDYA ARPAN[2], RAVINDRA H.N[3](23 JUNE,2017**) A pre-experimental study was conducted to assess the knowledge of Primary school teachers regarding Selected Common Behavioural Problems of Children. The study was conducted among 60 primary school teachers conveniently selected from five primary schools of Vadodara.The results of the study shows that in pretest, primary school teachers were having on average 49.40% knowledge regarding selected common behavioural problems of children and mean score was 14.82±3.372 and in post-test, average 75.83% knowledge regarding selected common behavioral problems of children and mean score was 22.75±2.802. T calculated value is 33.233 which is more than the tabulated value of 2.00 at 0.05 level of significance.

Objective 3: To find out the association between knowledge regarding childhood behavioral disorders among school teachers with selected socio-demographic variables.

The finding of the study showed the association between post test score with selected socio demographic variables test was used to determine. Based on the chi square test was to determine the association between the score level and selected sociodemographic variables. Based on the objectives used chi- square to associate the level of self-structured knowledge questionnaire and selected socio demographic variables. The chi square value shows that there is significant association between score level and socio demographic variables.

A similar study was conducted by-**SREEJAMOL.M.G[1] , ANJU JOSE[2] , SARANYA UNNIKRISHNAN[3](2021)**A pre- experimental study conducted to Assess the knowledge of primary school teachers regarding the management of common behavioural problems of school children to Evaluate the effectiveness of planned teaching program on knowledge of primary school teachers regarding the management of behavioural problems of school children. The study was conducted among 60 teachers with the eligibility criteria following purposive sampling technique. The mean post- test knowledge score (16.18) is significantly (p = 0.001) higher than the mean pretest score(13.7). This shows that structured teaching programme was effective in improving the knowledge of teachers regarding behavioural problems. There is no association between pretest & post-test knowledge scores with demographic variables. The

study finding point out the responsibilities of a health professional to enlighten and educate the teachers regarding management of behavioural problems of school children.

DATA COLLECTION PROCEDURE

During this period, the investigator collects demographic variables, pretest withself-structured questionnaire, teaching with PPT and lesson planthan conduct posttestwith same self-structured knowledge questionnaire.

The data was collected: In the data collection, I first obtained permission from schools of principal in selected schools of district Mandi (H.P.) on dated 07/07/2023.

1. Prior to data collection written consent was taken from the school teachers.
2. The researcher met the samples and introduce her to subject.
3. The purpose of study was explained to the respondents.
4. Data collection process was for one month.
5. The sample included was 60 school teachers in which 14 teachers from genius public school and 30 from St. Xavier convenient international school mandi (HP) other 16 sample taken from Govt senior secondary boys' school mandi (HP).
6. Programme schedule for data collection in which all the school teachers were taken who were fit into the criteria by using non probability convenient sampling technique.
7. After obtaining the consent for the study, the tool was administered to the group.
8. Pretest was conducting by using self-structured knowledge questionnaire to assess the level of knowledge regarding childhood behaviour disorders among school teachers.
9. The total time taken to conduct pretest was 20 minutes
10. Intervention was given to the teacher by PowerPoint presentation and discussion method for 40 min.
11. After the intervention, On the 15th day post test was conducted with same tool self-structured knowledge questionnaire.
12. It took 20 min to complete posttest. The respondents cooperated well with investigator and were happy with intervention given to them. The investigator faced no problem during data collection procedure.
13. Objectives of the study were discussed and consent was obtained from participants of the study subjects.
14. Planned Teaching programme for school teachers was administered.
15. Paper-pencil technique was adopted to collect data. Coding sheet was prepared for data analysis.

PLAN OF ANALYSIS

According to the objectives and opinion of the expert it was planned to organize, tabulate, analyze and interpret the data by using both descriptive and inferential statistics i.e., mean, mean percentage, median, standard deviation.

1. The collected data will be analyzed by descriptive and inferential statistics.
2. Descriptive and inferential statistics will be used to analyze the data.
3. The analyzed data will be presented in the form of tables, diagrams and graph.

Descriptive statistics

Frequency and percentage distribution used to describe the selected variables

Frequency, percentage, mean percentage, SD and range of scoreto describe the knowledge and practice regarding behavioural disorders.

Inferential statistics

t- test for the association between knowledge and practice scores with selected sociodemographic variables

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