



A Study To Assess The Effectiveness Of Structured Teaching Programme On Knowledge Regarding Behavioural Problems Of Children Among Teachers In Selected Schools Of Assam.

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Abstract

Behavioural problems among school-aged children have become a major concern affecting academic, social, and emotional development. This study assessed the knowledge of primary school teachers regarding behavioural problems of children and evaluated the effectiveness of a structured teaching programme. Findings revealed that 92% of teachers had inadequate knowledge in the pre-test, but 92% achieved adequate knowledge in the post-test. The structured teaching programme was highly effective.

Methodology

Behavioural problems in children affect learning, classroom performance, and social adjustment. Teachers, being closely involved with children, play a crucial role in early recognition, yet many lack training. This study evaluates teacher knowledge and the impact of a structured teaching programme on behavioural problems. A pre-experimental one-group pre-test–post-test design was adopted among 50 primary school teachers of Cotton Collegiate Government H.S. School, Assam. A structured questionnaire was used to assess knowledge before and after the structured teaching programme. Data were analyzed using descriptive and inferential statistics.

Findings

Table 1: Frequency and Percentage Distribution of Demographic Variables

Demographic Variable	Frequency (f)	Percentage (%)
Age (31–40 years)	31	62%
Sex (Female)	41	82%
Education (B.Ed.)	34	68%
Marital Status (Married)	27	54%
Subject Handled (Languages)	27	54%

Table 1 shows that the majority of teachers were females (82%) and most belonged to the age group of 31–40 years (62%). A significant portion held B.ed degrees (68%), demonstrating an educated teaching force.

Table 2: Comparison of Pre-test and Post-test Knowledge Levels

Knowledge Level	Pre-test f (%)	Post-test f (%)	Interpretation
Inadequate	46 (92%)	0 (0%)	Significant improvement
Moderate	4 (8%)	4 (8%)	Consistent
Adequate	0 (0%)	46 (92%)	Highly effective STP

Table 2 clearly indicates that 92% of teachers had inadequate knowledge before the teaching programme. After the intervention, 92% achieved adequate knowledge, confirming the strong effectiveness of the structured teaching programme.

Table 3: Effectiveness of Structured Teaching Programme (Paired t-test)

Parameter	Value	Interpretation
Mean Difference	15.10	Large improvement
t-value	26.572	Significant
p-value	<0.05	Statistically significant

Table 3 presents the statistical significance of the structured teaching programme. The high t-value (26.572) and p-value <0.05 confirm that the improvement was not due to chance, but due to the intervention.

Discussion

The findings indicate that teachers initially lacked adequate knowledge of behavioural problems in children. The structured teaching programme significantly enhanced their understanding, aligning with previous national and international studies. The findings indicate that teachers initially lacked adequate knowledge of behavioural problems in children. The structured teaching programme significantly enhanced their understanding, aligning with previous national and international studies.

Conclusion

The structured teaching programme proved highly effective in improving teacher knowledge. Regular educational programmes, workshops, and training sessions should be implemented to enhance behavioural problem identification in school-aged children.

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