



A Study To Assess The Effectiveness Of Structured Teaching Programme On Knowledge And Attitude Regarding School Phobia During Covid-19 Among School Students At Selected Schools Of Jaipur, Rajasthan

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ABSTRACT

The COVID-19 pandemic significantly affected the psychological well-being of school students. School closure and fear of infection resulted in increased anxiety and school phobia. The present study aimed to assess the effectiveness of a Structured Teaching Programme (STP) on knowledge and attitude regarding school phobia. A quantitative pre-experimental one group pre-test post-test design was adopted. The results showed significant improvement in knowledge scores and significant reduction in negative attitude scores after administration of STP ($p < 0.05$). The study concluded that STP was effective in reducing school phobia related anxiety.

Keywords: COVID-19, School Phobia, Structured Teaching Programme, Knowledge, Attitude

I. INTRODUCTION

School phobia refers to excessive fear and anxiety associated with school attendance. During COVID-19 pandemic, students experienced fear of infection, social isolation, and psychological stress. Educational interventions can help improve coping ability and knowledge.

II. OBJECTIVES

1. To assess pre-test knowledge and attitude.
2. To evaluate effectiveness of STP on knowledge.
3. To evaluate effectiveness of STP on attitude.

III. METHODOLOGY

Research Design: Pre-experimental one group pre-test post-test design.

Sample: 60 school students.

Sampling Technique: Non-probability consecutive sampling.

Tool: Structured knowledge questionnaire and 25-item attitude scale.

Statistical Analysis: Mean, Standard Deviation, Paired t-test.

IV. RESULTS

Table 1: Comparison of Pre-test and Post-test Knowledge Scores

Group	Mean	SD	t-value
Pre-test	18.2	3.5	
Post-test	26.4	2.8	12.45*

Calculated paired t-value = 12.45 which is greater than table value at 0.05 level of significance. Hence, STP was effective in improving knowledge.

Table 2: Comparison of Pre-test and Post-test Attitude Scores

Group	Mean	SD	t-value
Pre-test	85.6	6.4	
Post-test	48.3	5.2	18.32*

Calculated paired t-value = 18.32 which is significant at 0.05 level. Negative attitude towards school significantly reduced after STP.

V. CONCLUSION

The Structured Teaching Programme significantly improved knowledge and reduced school phobia among students. The intervention can be recommended for school mental health promotion programs.

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