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A study to assess the effectiveness of Information Booklet on selected Behavioural problems among school going children in terms of knowledge of selected schools of primary schools teachers of Pune city.

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Abstract

Behavioural problems are referred to as the abnormal behaviour or abnormality of emotions, behaviour or relationship. The problems may be severe or mild. But the behavioural problems are sufficiently severe & persistent to handicap the child in his social or personal functioning & to cause distress to the child.

The present study assessed the effectiveness of Information Booklet on selected Behavioural problems among school going children in terms of knowledge of selected schools of primary schools teachers. Majority of subjects were (20%) were in age group of 25-30 years and 13.3% samples are from age group of 36-40 years. 33.33% sample's educational qualification was post graduate, 20.06% sample's educational qualification was graduate and 13.33% sample's educational qualification were higher secondary. 66.6% sample's work experience was above 12 years, 6.66% sample's work experience was 7-12 years, 16.60% sample's work experience was 4-6 years, and only 10% sample's work experience was 0-3 years. On the basis of gender, 96.66% of samples were females and 3.34% were male. T-test was used to assess the effectiveness of informational booklet regarding behaviour problems and p-value was found to be less than α ($p = .031$).

Key words: Behavioural problems & School going children

INTRODUCTION

Childhood is the period of dependency. Gradually children learn to just in the environment. Although it is difficult to get accurate estimate of child mental disorders, the few available epidemiological data indicate that 12-51%; with average around 29% of the world's children suffer from emotional & other mental problems that warrant mental health treatment.

Recent evidence indicates that emotional and behavioural disorders frequently lead to poor school performance and to dropping out of school. Primary school age children can cause significant difficulties in children's healthy development some children shows symptoms that are consistent with diagnosis of anxiety, ADHD, autism, dyslexia, etc. The school teachers are in a unique position to observe the child both at work & play and their role in detection of early symptoms cannot be overlooked. However, we need to advocate more active involvement of parents with the teachers.

The principal aim of the study is to enrich the physical & social environment of school children & has been an effective means of providing health care to these children.

A two stage epidemiological study of psychological disturbance among 5 to 8 years old school going children was conducted in Bangalore city. A sample of 1535 children were selected using a purposive sampling procedure and were assessed using the children behaviour questionnaire. The finding indicated that 18.31% of the children were found to be disturbed, with boys having a significantly higher prevalence than the girls. In additional 'antisocial' problems were more commonly found among boys than girls more often manifested 'neurotic' problems¹ A study was done in Australia among the school teachers showed the mean number of children presenting with persistent behaviour difficulties in the classroom was reported to be 2.45. The most commonly occurring behaviour problems (presented as percentages), addressed at least once a day, were calling out (41%), disobedience (30%), not listening (33%) and poor concentration (25%). The total sample of recent graduate and student teachers were moderately confident in their behaviour management and discipline abilities and were moderately prepared to teach. Graduate and student teachers did not differ significantly in their perceived level of experience with children who showed persistent behaviour problems, rating themselves on a 5-point Liker scale, as having little experience, with a mean of 2.35(SD=1.05) and 2.60 (SD=.71), respectively. The primary aim of this study was to assess the importance of preparedness

and classroom experiences as factors that may contribute to the development and maintenance of teacher self-efficacy in classroom behaviour management²

PROBLEM STATEMENT

“A study to assess the effectiveness of information booklet on selected behavioural problems among school going children in terms of knowledge of selected schools of primary schools teachers of Pune city.”

OBJECTIVES

- 1) To develop an Information Booklet regarding selected Behavioral problem at school children.
- 2) To assess the knowledge of primary school teacher before & after administration of information booklet.

Hypothesis:

H₀: There is no change in knowledge of school teachers after administration of information booklet on behavioural problems.

Methodology:

- **Research approach:** Quantitative Research approach
- **Research design:** Pre-experimental design
- **Variables:**

Independent variable: informational booklet on behavioral disorder of school going children.

Dependent variable: Knowledge of primary school teacher.

- **Research setting:** Primary schools
- **Target population:** School teachers
- **Sampling:** Non-probability sampling

Results

Table 1: Frequency Percentage Distribution of sample by their characteristics of age.

Sr. no	Variables	Frequency	Percentage
1	Age 25-30 years	06	20.00

	31-35 years	03	10.00
	36-40 years	04	13.33
	Above 40 years	17	56.66
Total		30	100%

Table 1, reveals that total 30 samples under final data collection. In that 56.66% samples from age group of above 40 years, 13.3% samples are from age group of 36-40 years, 10.00% samples from age group of 31-35 years and 20.00% samples from age group of 25-30 years.

TABLE 2: Frequency Percentage Distribution of sample by their characteristics of Educational Qualification.

Sr. no	Variables	Frequency	Percentage
1	Educational qualification		
	Higher secondary	04	13.33
	Graduate	06	20.06
	Post graduate	10	33.33
	Other(P.T.C.)	10	33.33
Total		30	100%

Table 2, reveals that total 30 samples under final data collection. In that 33.33% sample's educational qualification is other (P.T.C.), 33.33% sample's educational qualification is post graduate, 20.06% sample's educational qualification is graduate and 13.33% sample's educational qualification is higher secondary.

Table 3: Frequency Percentage Distribution of sample by their by their characteristics of work experience.

Sr. no	Variables	Frequency	Percentage
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1	Experience		
	0-3 years	03	10.00%
	4-6 years	05	16.60%
	7-12 years	02	06.66%
	Above 12 years	20	66.66%
Total		30	100%

Table 3, reveals that, 30 samples under final data collection. In that 66.66% sample's work experience is above 12 years, 06.66% sample's work experience is 7-12 years, 16.60% sample's work experience is 4-6 years, and 10.00% sample's work experience is 0-3 years

Table 4: Frequency Percentage Distribution of sample by their characteristics of gender

Sr. no	Variables	Frequency	Percentage
1	Sex or Gender		
	Male	01	03.34%
	Female	29	96.66%
Total		30	100%

Table 4, reveals that, 96.66% of samples are female and 03.34% samples are male.

Table 5: Frequency Percentage Distribution of sample by their characteristics of previous knowledge.

Sr. no	Variables	Frequency	Percentage
1	Previous knowledge		
	No		
	Yes	01	03.34%
		29	96.66%

Total		30	100%

Table 4, reveals that, 96.66% samples having previous knowledge regarding topic, while 03.34% samples having no previous knowledge regarding topic.

Table 5: “t” value of Pre-test and Post-test knowledge scores of samples on behavioural problems of school going children.

Knowledge scores	Mean	Mean _D	S.D	“t”Test calculated	“t”Test tabulated
Pre –Test	11.36	5.51	2.76	1.65	.031
Post-test	16.87		2.51		

(* “t” significant at 0.001 and DF=29)

Table 5, presented the data which showed that Mean post-test knowledge score 16.87 was higher than the Mean pre-test knowledge score 11.36 with Mean Difference of 5.51 which was found to be statistically significant as evident from “t” value for DF (29) at 0.031 level of significance, less than $\alpha = .05$).

This indicate that the difference obtained in the Mean pre-test and post-test knowledge score was a real difference and not by chance. Hence, the null Hypothesis was rejected and research Hypothesis (H1) was accepted.

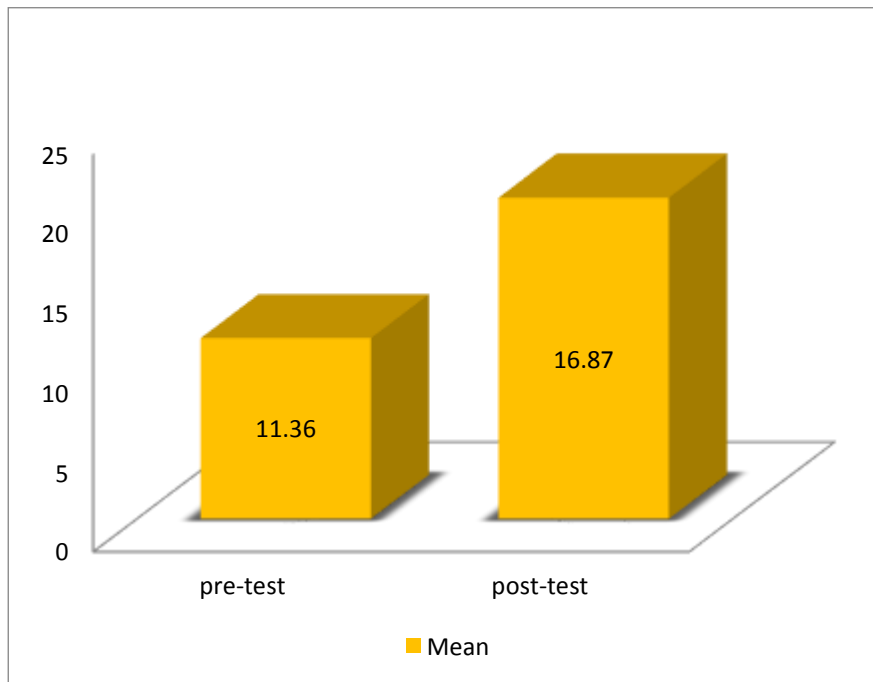


Figure 1 shows the comparison of Mean pre-test and post-test knowledge scores of primary school teachers regarding behavioural problems of school going children.

Ethical consideration: There is no Ethical issues came in the study, consent was taken from all the participants.

Funding: The study was self-funded.

Conclusion:

From all the above findings, it can be concluded that the samples had poor knowledge regarding behavioural problems of school going children in the pre-test. so sample need to improve knowledge regarding this problems.

Finding shows that the Mean knowledge scores obtained by the primary school teachers in the pre-test phase was less than the Mean post - test. So this clearly indicates that the information booklet was effective in increasing the knowledge of primary school teachers. And in future also this type of information booklet will be helpful to improve the knowledge of primary school teachers regarding behavioural problems of school going children.

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