



EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE AND ATTITUDE REGARDING THE IDENTIFICATION AND MANAGEMENT OF BEHAVIORAL PROBLEMS OF SCHOOL AGE CHILDREN (6-12 YEARS) AMONG MOTHERS IN ANAGAPUTHUR, CHENNAI

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ABSTACT

Introduction: The study was conducted to assess the effectiveness of structured teaching programme on knowledge and attitude regarding the identification and management of behavioural problems of school age children among mothers. In India 8-9 % of children have conduct disorder, 3.2% have emotional disorders. Recent studies estimate that the prevalence of behavioural problems in preschool children has increased over the past two decade to more than 10%. Objective: To assess and compare pretest and posttest level of knowledge of mothers and To correlate the knowledge with attitude and To associate the pre-test & post-test level of knowledge & attitude of mothers . Methodology: The evaluative approach was used. A one group pretest –posttest design (pre –experimental design) was used for this study. The study was conducted in anagaputhur .A sample of 60 includes mothers of school age children. Convenient sampling technique was used. The result of the study from satastical analysis, the mean score was 7.9 with the standard deviation of 3.2 and paired “t” test value of 19.7 which was highly significant at $p < 0.001$ for the knowledge and for attitude the mean score was 18.2 with the standard deviation of 4.3 and paired “t” test value of 30.3 which was highly significant at $p < 0.001$. So i rejected the null hypothesis stating there is no significant difference between post test knowledge with demographic variables. It showed that the overall knowledge had markedly increased after structured teaching programme this shows that the structured teaching programme was effective.

KEYWORDS: Assess, beahvioral problems, school age children, structured teaching programme, attitude



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INTRODUCTION

Children are the inheritance from god
They are like clay in the potter's hand
Handled with love and care, they become
Something beautiful or else they will break
Today's children are tomorrow's citizen; it is our duty to make this vision a reality. Achieving this goal involves a co-ordinated and dedicated approach from different scientific discipline and it requires efficient and enormous effort. The future of our country depends on the mental health and strength of our young people. However, many children have mental health problems that interfere with normal development and function. Gandhiji -1967 says that "the welfare of today's children depend on the health and welfare of the community tomorrow. According to Strang behavioural problems is a kind of behaviour that fails to meet a minimum standard of social acceptability. Erickson stated the developmental needs of the school children like industry versus inferiority, mobility and active participation in daily activities can help a child to fulfil this developmental task. Recent studies estimate that the prevalence of behavioural problems in preschool children has increased over the past two decade to more than 10%.Gupta et.al.,(2007) conducted a study to identify" The prevalence of behavioural problems among school going children" in Ludhiana and the study findings shows that among 957 children,14.6%of the children had mental and behavioural problems. The study was conducted to assess the pre-test and post test level of knowledge and attitude regarding the identification and management of behavioural problems of school going children among mothers and comparison is made between pre-test and post-test knowledge, correlate the knowledge with attitude and associate pre-test and post test level of knowledge and attitude of mothers of selected demographic variables.the post test knowledge was assessed after giving STP.Structured teaching programme refers to systematically organized, planned

teaching program on identification and management of behavioural problems of school going children among mothers

METHOD AND MATERIALS

The evaluative approach was used to conduct the present study to assess the effectiveness of structured teaching program regarding behavioural problems in terms of knowledge and attitude among mothers of school age children (6-12 years).

A one group pre test –post test design (pre – experimental design) was used for this study.

Q1, X. Q2

Q1-PRE TEST ASSESSMENT OF EXISTING KNOWLEDGE

X-STRUCTURED TEACHING PROGRAMME

Q2-POST TEST ASSESSMENT OF KNOWLEDGE

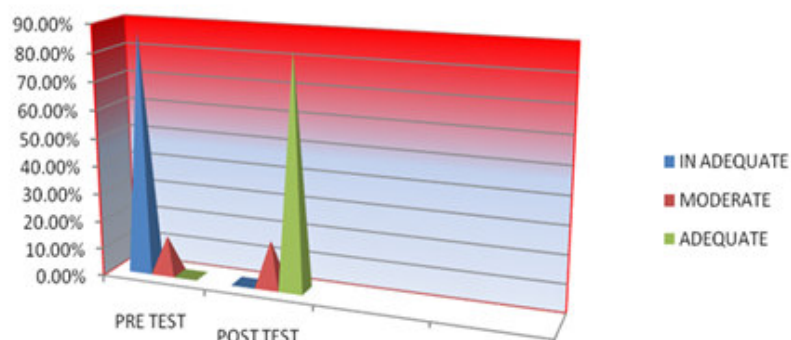
A sample of mothers was selected who had satisfied the inclusion criteria like those are the mothers of school age children and knows Tamil. They were either given the question paper or questions were asked and the answers given were noted. The structured questionnaires contains 20 multiple choice questions. Then structured teaching programme were given and then the post-test were conducted. The consent were obtained by words after explain about the research to the mothers.

DESCRIPTION OF THE SETTINGS, SAMPLE SIZE AND TECHNIQUE

The study was conducted in anagaputhur. A sample of 60 includes mothers of school age children by convenient sampling technique. Collected data were tabulated and analysed using descriptive and inferential statistics.

Table 1
Level of knowledge of mother in the pre test and post test

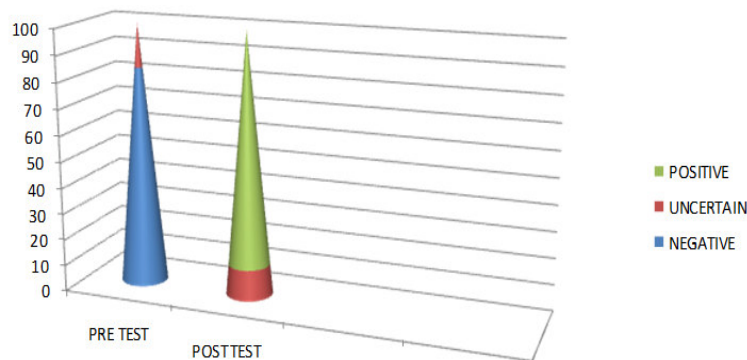
S.NO	MOTHERS KNOWLEDGE	PRETEST		POST TEST	
		NUMBER	(%)	NUMBER	(%)
1.	Inadequate (<50%)	52	86.6	-	-
2.	Moderate (50-75%)	8	13.4	10	16.6
3.	Adequate (>50%)	NIL	-	50	83.4



It has been assessed that mothers has inadequate knowledge regarding behaviour problems in the pre-test. But in post-test after structured teaching programme the mothers had gained adequate knowledge about the behaviour problems of the school age children.

Table 2
Level of attitude of mothers in the pre test and post test

S.NO	MOTHERS KNOWLEDGE	PRETEST		POST TEST	
		NUMBER	(%)	NUMBER	(%)
1.	Negative (<50%)	50	83.4	-	-
2.	Uncertain (50-75%)	10	16.6	7	11.6
3.	Positive (>50%)	NIL	-	53	88.4



Attitude of the mothers had changed after in the post test after attending structured teaching programme when compared to pre test attitude.

COMPARISON OF PRE TEST AND POST TEST KNOWLEDGE SCORES OF MOTHERS -MEAN AND STANDARD DEVIATION

KNOWLEDGE	IMPROVEMENT		(t) VALUE	LEVEL OF SIGNIFICANCE
	MEAN	STANDARD DEVIATION		
OVERALL KNOWLEDGE	7.9	3.2	19.7	P<0.001

There is highly statistical significant difference between pretest and post test of knowledge at p<0.001 for all knowledge variables.

COMPARISON OF PRE TEST AND POST TEST ATTITUDE SCORES OF MOTHERS -MEAN AND STANDARD DEVIATION

KNOWLEDGE	IMPROVEMENT		(t) VALUE	LEVEL OF SIGNIFICANCE
	MEAN	STANDARD DEVIATION		
OVERALL KNOWLEDGE	18.2	4.3	30.3	P<0.001

There is highly statistical significant difference between pretest and post test level of attitude at p<0.001 for all knowledge variables.

MAJOR FINDINGS OF THE STUDY

The result of the study from stastical analysis, the mean score was 7.9 with the standard deviation of 3.2 and paired "t" test value of 19.7 which was highly significant at p <0.001 for the knowledge and for attitude the mean score was 18.2 with the standard deviation of 4.3 and paired "t" test value of 30.3 which was highly significant at p<0.001. So i rejected the null hypothesis stating there is no significant difference between post test knowledge with demographic variables. It showed that the overall knowledge had markedly increased after structured teaching programme this shows that the structured teaching programme was effective.

CONCLUSION

The study showed that there was significant improvement at p<0.001 in the post test knowledge with demographic variables. Thus health education imparted

to the mothers had an effect on their knowledge and attitude regarding behavioural problems and had a great potential for accelerating the awareness among the mothers on various aspects regarding behavioural problems of school age children and I also recommend the similar study on a large scale and among other population like teachers, community health workers.

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CONFLICT OF INTEREST

I have no conflict of interest in the current study.

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