ORIGINAL ARTICLE

# A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE AMONG PRIMARY SCHOOL TEACHERS REGARDING THE PREVENTION OF SCHOOL PHOBIA IN SCHOOL CHILDREN IN SELECTED SCHOOLS OF MOGA, PUNJAB

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| Abstract | *Children differ in their temperaments style at birth. Their reaction to the environment and handling pattern are two way process where the parents and teachers have to constantly modify their approach in handling of the children depending upon their temperaments and the child's behavior can be molded by parents and teachers. It requires considerable amounts of sensitivity and effort to recognize the individuality of a child and alter their approach to suit it. Finding of the study shows that the posttest mean knowledge score of primary school teachers regarding prevention of school phobia in school children of experimental group was higher than the posttest mean knowledge score of control group at p<0.05 level. The formulated hypothesis $H_1$ was retained at p<0.05. Hence, it concluded that structured teaching programme regarding prevention of school phobia in school children had impact on increasing the knowledge of primary school teachers.* |
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| Keywords | *Effectiveness, prevention of school phobia, Schools, Structured teaching programme, primary school teachers.* |

## INTRODUCTION

Today's children are tomorrow's responsible citizens of the world. There is a great need to emphasize on children these days because of the recognition that a very substantial proportion of the world's population, 35-45% constitutes young children. The future of our country depends on positive mental health of our young people.

The term "school phobia" was used as early as 1941 by Johnson, Falstein, Suzurek and Svendsen to describe a child's refusal and failure to attend school as a result of extreme anxiety or fear. A quality of children's life solely depends on the type of environment, school and neighborhood. Unhealthy social surroundings can put them at stress and can increase their vulnerability to develop emotional disorders.

Teachers have been utilized for school health programs in health status assessment and health education. Since there is considerable shortage of mental health professionals, school teachers can make important contributions in the promotion of mental health of children. The opportunity that teachers have for interpersonal relationship greatly contribute to the mental health of children.

## NEED FOR THE STUDY

The behavioral problems interfere with the child's adjustment to life and as a result, make him unhappy in later life also. It also makes their life difficult and unsatisfactory as well as that of those around them. If no remedial steps are taken it may distort his total personality. Hence, there is a need to identify and provide suitable measures to deal with behavioral problems at an

early age.

School teachers, who spend majority of the child working hours interacting with them, observing them, have opportunity to identify changes in their behaviour. In order to do this effectively, all teachers should have training to develop skill in positive interaction technique which enhances the child's self-esteem and fosters positive relationship with the children and their parents. If the teacher is well equipped with the knowledge of child development and interpersonal process, he or she will be able to play an important role in ameliorating the behavioral problems of children.

## OBJECTIVES

1. To assess the pre-test knowledge among primary school teachers regarding the prevention of school phobia in school children.
2. To assess the post-test knowledge among primary school teachers regarding the prevention of school phobia in school children.
3. To compare the pre-test and post-test knowledge among primary school teachers regarding the prevention of school phobia in school children.
4. To find relationship between knowledge of primary school teachers regarding prevention of school phobia with selected demographic variables such as age, marital status, educational status, teaching experience, residential area and monthly income.

## HYPOTHESIS

**H1** The mean post-test knowledge score of experimental group as compare to the control group after structure teaching programme regarding the prevention of school phobia in school children will be significantly higher at $p < 0.05$ level

## MATERIAL AND METHOD

**Research design:** Non-randomized control group design

**Research setting**: Study was conducted in four schools (two for experimental group and two for control group) **Sample size:** 60 primary school teachers (30 in each group)

**Sampling technique:** Purposive sampling technique

**Dependent variable:** Dependent variable was knowledge of primary school teachers regarding the prevention of school phobia in school children..

**Independent variable**: Independent variable was structured teaching programme regarding the prevention of school phobia in school children.

**Demographic variables**: Age, marital status, educational status, teaching experience, residential area and monthly income.
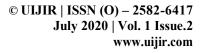
## DESCRIPTION OF THE TOOL

**Part I:** Sample characteristics such as age, marital status, educational status, teaching experience, residential area and monthly income.

**Part II:** Structured questionnaire to assess the knowledge of primary school teachers regarding the prevention of school phobia in school children..

### *ETHICAL CONSIDERATIONS*

Permission was taken from research and ethical committee of Dr. ShyamLalThapar College of Nursing, Moga. Written permission was obtained from Principals of both the schools. Beside it, the primary school teachers were explained about the purpose of the study and verbal consents were taken from them for their participation in the study. They were also informed about their rights to refuse from participation in the study. The teachers were assured that the information given by them will be kept confidential and used only for research.

## DATA ANALYSIS AND INTERPRETATION

### Section I

**Table 1 Percentage distribution of sample characteristics (N=60)**

| S. No | Characteristics | Experimental group n | Experimental group % | Control group n | Control group % | df | $\chi^2$ |
|---|---|---|---|---|---|---|---|
| 1. | Age in years | | | | | | |
| | a) 21-30years | 12 | 40 | 12 | 40 | | |
| | b) 31-40years | 9 | 30 | 9 | 30 | 3 | 0.00NS |
| | c) 41-50years | 5 | 17 | 5 | 17 | | |
| | d) above 50 years | 4 | 13 | 4 | 13 | | |
| 2. | Marital Status | | | | | | |
| | a) Married | 22 | 73 | 22 | 73 | | |
| | b) unmarried | 8 | 27 | 8 | 27 | 1 | 0.00NS |
| | c) Widow | - | - | - | - | | |
| | d) Divorced | - | - | - | - | | |
| 3. | Educational Status | | | | | | |
| | a) NTT | 7 | 23 | 7 | 23 | | |
| | b) JBT | 3 | 10 | 3 | 10 | 3 | 0.00NS |
| | c) BA B.Ed. | 12 | 40 | 12 | 40 | | |
| | d) MA B.Ed. | 8 | 27 | 8 | 27 | | |
| 4. | Teaching experience | | | | | | |
| | a) ≤5years | 12 | 40 | 12 | 40 | | |
| | b) 6-10years | 7 | 23 | 8 | 26 | 3 | 0.158NS |
| | c) 11-15years | 6 | 20 | 5 | 17 | | |
| | d) ≥16years | 5 | 17 | 5 | 17 | | |
| 5. | Residential area | | | | | | |
| | a) Urban | **21** | 70 | **21** | 70 | 1 | 0.00NS |
| | b) Rural | 9 | 30 | 9 | 30 | | |
| 6. | Monthly income | | | | | | |
| | a) ≤5000 | 15 | 50 | 15 | 50 | | |
| | b) Rs5001-7000 | 4 | 13 | 4 | 13 | 3 | 0.00NS |
| | c) Rs7001-9000 | 4 | 13 | 4 | 13 | | |
| | d) ≥Rs 9000 | 7 | 24 | 7 | 24 | | |

Table 1 shows that in experimental group 12 (40%) primary school teachers were in the age group of 21-30 years, 22(73%) were married, 12 (40%) were BA BEd, 12(40%) primary school teachers had ≤5years teaching experience , 21(70%) were from urban area,15(50%) had ≤5000 monthly income

In control group 12 (40%) primary school teachers were in the age group of 21-30 years, 22(73%) were married, 12 (40%) were BA BEd, 12(40%) primary school teachers had ≤5years teaching experience , 21(70%) were from urban area,15(50%) had ≤5000 monthly income

### Section II

**Table 2 Frequency and percentage distribution of pre- test and post-test knowledge scores among primary school teachers regarding the prevention of school phobia in school children in experimental and control group according to level of knowledge**

| Level of Knowledge Score | Pretest n | Pretest % | Posttest n | Posttest % | Pretest n | Pretest % | Posttest n | Posttest % |
|---|---|---|---|---|---|---|---|---|
| Excellent | 2 | 7 | 28 | 93 | 11 | 37 | 11 | 37 |
| Good | 10 | 33 | 2 | 7 | 11 | 37 | 13 | 43 |
| Average | 10 | 33 | - | - | 4 | 13 | 4 | 13 |
| Below average | 8 | 27 | - | - | 4 | 13 | 2 | 7 |

Table 2 shows that in experimental group maximum number 10 (33%) primary school teachers had good and average knowledge score and minimum number 2 (7%) primary school teachers had excellent knowledge score in pretest. In posttest maximum number 28 (90%) primary school teachers had excellent knowledge score and minimum number 2 (7%) primary school teachers had good knowledge score.

In control group maximum number 11 (37%) primary school teachers had excellent and good knowledge score and minimum number 4 (13%) primary school teachers had average and

below average knowledge score in pretest. In posttest maximum number 13 (43%) primary school teachers had good knowledge score and minimum number 2 (7%) primary school teachers had below average knowledge score.

**Table 3 Hypothesis testing**

**Comparison of mean pretest and posttest knowledge score regarding self-concept among adolescent girls in experimental and control group**

| S. No. | Group | Pre test | | Post test | | "t" Value | df | Table value |
|---|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean | SD | | | |
| 1 | Experimental | 17.63 | 4.88 | 27.20 | 1.88 | 10.44*** | 29 | |
| 2 | Control | 21.13 | 5.10 | 21.60 | 4.44 | 2.84** | 29 | |

*Significant at p<0.001

Table 3 shows in experimental group mean pre-test knowledge score was (17.63) and mean post-test knowledge (27.2). The difference between mean pre and post- test knowledge score of experiment group was highly significant at p<0.001 level. Hence the formulated hypothesis $H_1$ was retained at P<0.001. Hence, it concluded that structured teaching programme regarding prevention of school phobia in school teachers had impact on increasing the knowledge of primary school teachers.

**Section III**

**Table 4 Finding related to the relationship between knowledge and selected socio demographic variables**

| Demographic Variables | Experimental | | Control | | df |
|---|---|---|---|---|---|
| | Pre-test | Post-test | Pre-test | Post-test | |
| | F value | F value | F value | F value | |
| Age | 1.458NS | 422NS | 1.853NS | 1.978NS | 3 |
| Married status | 2.452NS | .091NS | 2.191NS | 2.066NS | 1 |
| Educational status | 4.527* | 2.872NS | 313NS | .249NS | 3 |
| Teaching experience | .457NS | 2.369 NS | 0.819NS | 0.023NS | 3 |
| Residential area | .347NS | .450NS | .703NS | 342NS | 1 |
| Monthly income | 1.345NS | .960 NS | 3.526* | 3.563* | 3 |

**\*=Significant NS= Non-significant**

Table 4 shows the relationship between knowledge and selected socio demographic variables.It was inferred that educational status and monthly income had some impact on knowledge of primary school teachers and age, marital status, teaching experience and residential area had no impact on knowledge of primary school teachers.

**CONCLUSIONS**

Hence, it was concluded that structured teaching programme had definite effect on increasing the knowledge of primary school teachers regarding prevention of school phobia in school children. This clearly indicates that the structure teaching programme on prevention of school phobia in school children was effective in improving the knowledge of primary school teachers.

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