

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE OF SCHOOL PHOBIA AMONG THE PARENTS OF PRIMARY SCHOOL CHILDREN AT SELECTED SCHOOL RAJKOT-GUJARAT

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Abstract

School is a place for kids to be put together to gain the experience of being around large numbers of their peers and discovering the way to behave properly. That cannot be taught from a book. That cannot be taught with one on one interaction. That can only be taught by dropping a child into the middle of the situation, giving some guidance, and hoping he or she gets it, and plays nice. But School phobia has been found to occur more frequently during major changes in children's lives such as entrance to kindergarten or the changes from elementary to middle school. In the years of early childhood and elementary school his self esteem network broadens to include teachers and peers as an important mirror. If things are going well in the expanded network, the child will feel accepted and acceptable and this will buy him in his efforts. Whether a child or adult, we are dependent upon our relationships to provide with a sense of well being and to support as in our times of need. (APA, 1994) defined school phobia as the —child experiences higher anxiety than expected and repeatedly avoids going alone to school or somewhere else other than the house.

Aim of study: The aim of study was to assess the effectiveness of structured Teaching program on knowledge regarding school phobia among the parents of primary school children was done to identify psychiatric disorders in children who fail to attend school

Material & Methods: A Quasi experimental design was employed by using random sampling technique. Data was collected from 100 parents of primary school children. Data was collected before and after the intervention of structured teaching program. Collected data was tabulated and analyzed by using descriptive and inferential statistics.

Results: The results revealed that Out of 100 samples Shows that parent of primary school children, pre test level of knowledge (35%) parents of primary school children had inadequate knowledge, (45%) parents of primary school children had moderately adequate knowledge and (20%) parents of primary school children had adequate knowledge.

Conclusion: The present study indicates that parents have a virtual role in minimizing the school phobia and maximizing the school attendance of their children.

Keywords: knowledge, school children, phobia.

INTRODUCTION & BACKGROUND OF STUDY

During the childhood, the child undergoes a remarkable transformation from a helpless, dependant infant to an independent self sufficient individual with his own views and outlook,

capable of embarking on a career and living separate from his family. Everyone loves children and wishes them well mannered, well behaved and they should work and study to achieve their desired goals and fulfill their parent's dreams. But some amount of problem occurs among children in the age group of 6 – 12 years. Psychological disturbance in childhood is usually defined as an abnormality in at least one of these three areas, emotions, behaviour or relationships. The disturbance may arise at times of stress. School is the place where growing children come to grips with their emotional integration into the larger society – (WHO, 1994). Schools have an unrestricted opportunity to improve the lives of young people. Schools are providing the full support of families and community to provide comprehensive mental health to the children. As the child in their younger years move from the immediate family to the expanding world of peers in elementary school, social interactions take on great importance. A child's feeling about himself and his self esteem is mainly based upon his perceptions of how his parents react to him, his accomplishments and necessary failures in his earliest years.

In the years of early childhood and elementary school his self esteem network broadens to include teachers and peers as an important mirror. If things are going well in the expanded network, the child will feel accepted and acceptable and this will buy him in his efforts. Whether a child or adult, we are dependent upon our relationships to provide with a sense of well being and to support as in our times of need. (APA, 1994) defined school phobia as the –child experiences higher anxiety than expected and repeatedly avoids going alone to school or somewhere else other than the house.

In India, children between 5 – 14 years from about one – fourth of the total population during this part of their lives, children are subjected to rapid physical mental and emotional changes. They need health supervision and guidance. Both family and school factors need to be considered when searching for the reasons that contribute to school phobia. Some family factors have included. A child may be experiencing a family change like a move, illness, separation, divorce, death, depression, or financial. problems; Have been absent from school due to a long illness; Enjoy a parent's undivided attention when not in school; Be allowed to watch television, play video games or with toys rather than complete schoolwork; Have an overprotective parent who reinforces the idea that being away from him or her could be harmful; Be apprehensive of an impending tragedy at home; Fear an adult at home might hurt a family member while the child is at school. Some children have a particular susceptibility to school phobia because of a medical condition such as Attention Deficit Hyperactivity Disorder. When these children left untreated, school refusal causes significant stress for parents. Potential consequences of excessive school refusal are severe, from lack of academic progress, failure to develop adequate social relationships, and significant family conflict which may develop to adult emotional disorders. School refusal may involve significant levels of anxiety and/or depression that will need to be assessed and managed by a mental health professional who will then select intervention strategies customized to the individual child's difficulties. Some strategies include relaxation training, social skills training, setting up rewards or opportunities based on school attendance, goal-setting, and teaching children to use helpful thoughts and actions when they are worried or fearful.

OBJECTIVE OF THE STUDY

1. To assess the pre and post test level of knowledge Of School Phobia Among The Parents Of Primary School Children at Selected school Rajkot-Gujarat.

2. To evaluate the effectiveness of structure nursing intervention on knowledge Of School Phobia among the Parents of Primary School Children at Selected school Rajkot-Gujarat.
3. To find out the association between the post test level of knowledge Of School Phobia Among The Parents Of Primary School Children and their demographic variables such as age, sex, religion, Education, occupation, family income, type of family and number of children in family.

ASSUMPTION

Structured teaching program may have impact on the level of knowledge regarding school phobia among the parents of primary school children.

MATERIAL AND METHOD

In present study a Quasi experimental design was employed by using random sampling technique. Data was collected from 100 parents of primary school children. Data was collected before and after the intervention of structured teaching program. Collected data was tabulated and analyzed by using descriptive and inferential statistics

ETHICAL CONSIDERATION

Written permission was taken from institutional committee, principal, kamdar collage of nursing Rajkot. Delhi public school Rajkot, Informed consent was also taken from each study subject and confidentiality of responses was ensured/maintained.

RESULTS

SECTION: I

Table 1: Frequency and percentage distribution of demographic variables among the parents of primary school children (n=100).

Sr. No	Demographic Variables	Frequency	Percentage (%)
1	Age in years		
	20 - 29	28	28%
	30 -39	24	24%
	40-49	20	20%
	50 years above	28	28%
2	GENDER		
	Male	40	40%
	Female	60	60%
3	Religion		
	Hindu	24	24%
	Muslim	19	19%
	Christian	32	32%
	Others	25	25%
4	Education		
	6-10 students	21	21%
	PUC/10+2	33	33%
	Graduation	23	23%
	Post graduation	23	23%

5	Occupation Govt. employee Private employer Business Daily wageearner	19 36 10 35	19% 36% 10% 35%
6	Income <RS. 5000 RS. 5001-10000 RS.10001-15000 >RS. 15000	27 13 37 23	27% 13% 37% 23%
7	Type of family Nuclear family Joint family Single parent family	30 35 35	30% 35% 35%
8	No. of school children in the family One Two Three More than three	32 12 33 23	32% 12% 33% 23%
9	Educational standard of the primary school child I standard II standard III standard IV standard V standard	21 14 16 20 29	21% 14% 16% 20% 29%
10	Exposure knowledge Mass media Friends & relatives Teacher & parent meetings Self experience None	19 24 21 22 14	19% 24% 21% 22% 14%

Table 1: Shown that regarding age 28 (28%) samples were in 20-29 years of age and 24 (24%) samples were in 30-39 years of age and 20 (20%) samples were in 40-49 years of age and 28 (28%) samples were in 50 years above age.

SECTION: II

Level Of Knowledge

Table 2: Frequency and percentage distribution of the pre-test and the post-test level of knowledge regarding school phobia among the parents of primary school children at selected school Rajkot-Gujarat.

Sr. No	Level of Knowledge	Pre – test		Post -test	
		F	P	F	P
1.	Adequate knowledge	20	20%	42	42%
2.	Moderately adequate knowledge	45	45%	40	40%
3.	Inadequate knowledge	35	35%	18	18%

Table 2: Shows that parent of primary school children, pre test level of knowledge (35%) parents of primary school children had inadequate knowledge, (45%) parents of primary school children had moderately adequate knowledge and (20%) parents of primary school children had adequate knowledge. Post test level of knowledge in parents of primary school children, (42%) parents of primary school children had adequate knowledge, (40%) parents of primary school children had moderately adequate knowledge and (18%) parents of primary school children had inadequate knowledge.

SECTION: III

Effectiveness Of Structured Nursing Intervention On Knowledge Regarding School Phobia

Table 3: Comparison of mean and standard deviation of knowledge regarding school phobia among parents of primary school children

LEVEL OF KNOWLEDGE	MEAN	MEAN DIFFERENCE	SD	„t“ VALUE
Pre-test	10.85	3.52	3.21	7.7
Post-test	14.37		3.62	

- Significant at P<0.05 level.

Table 3: portrays that the mean pre test level of knowledge was 10.85 (SD – 3.21) and the mean post test level of knowledge was 14.37 (SD – 3.62). The obtained ‘t’ value 7.7 was statistically highly significant at the level of significance p<0.05 and the tabled ‘t’ is 1.98 with 99 Df at 0.05 level of significance.

The above table reveals that the mean post test knowledge score is significantly higher than the mean pre test knowledge score. The calculated ‘t’ value (t = 7.7) is greater than the tabled ‘t’ (p = 1.98). Therefore, the research hypothesis H1 is accepted.

SECTION -IV

Association Between Post Test Level Of Knowledge And Their Demographic Variables

Table 4: Association between the post test level of knowledge regarding school phobia and their demographic variables.(n=60)

Demographic variables	Adequate knowledge		Moderately adequate knowledge		Inadequate knowledge		Chi square Value
	f	P	F	P	f	P	
1)Age in years	24	24%	01	1%	03	3%	df=6 x ² = 61.8*
20 - 29	04	4%	18	18%	02	2%	
30 -39	10	10%	01	1%	09	9%	
40-49	04	4%	20	20%	04	4%	
50 years above							
2)Gender	21	21%	10	10%	09	9%	df=2 x ² = 6.25*
Male	21	21%	30	30%	09	9%	
Female							
3)Religion							df=6 x ² = 21.34*
Hindu	12	12%	06	6%	06	6%	
Muslim	10	10%	02	2%	07	7%	
Christian	12	12%	15	15%	05	5%	
Others	08	8%	17	17%	00	0%	
4)Education							df=6
6-10 students	07	7%	12	12%	02	2%	

PUC/10+2	22	22%	05	5%	06	6%	x ² = 18.62*
Graduation	07	7%	13	13%	03	3%	
Post graduation	06	6%	10	10%	07	7%	
5) Occupation							df=6 x ² = 11.28N.S
Govt. employee	07	7%	10	10%	02	2%	
Private employer	17	17%	12	12%	07	7%	
Business	00	0%	06	6%	04	4%	
Daily wageearner	18	18%	12	12%	05	5%	
6) Income							df=6 x ² = 11.41N.S
<RS. 5000	06	6%	16	16%	05	5%	
RS. 5001-10000	04	4%	07	7%	02	2%	
RS.10001-15000	22	22%	09	9%	06	6%	
>RS. 15000	10	10%	08	8%	05	5%	
7) Type of family							df=4 x ² = 7.09N.S
Nuclear family	14	14%	09	9%	07	7%	
Joint family	10	10%	20	20%	05	5%	
Single parent family	18	18%	11	11%	06	6%	
8) No. of school children in the family							df=6 x ² = 15.20*
One							
Two	19	19%	08	8%	05	5%	
Three	05	5%	03	3%	04	4%	
More than three	09	9%	21	21%	03	3%	
	09	9%	08	8%	06	6%	
9) Educational standard of the primary school child							df=8 x ² = 27.2*
I standard							
II standard	10	10%	02	2%	09	9%	
III standard	07	7%	04	4%	03	3%	
IV standard	05	5%	09	9%	02	2%	
V standard	04	4%	15	15%	01	1%	
	16	16%	10	10%	03	3%	
10) Exposure knowledge							df=8 x ² = 10.77N.S
Mass media	10	10%	06	6%	03	3%	
Friends & relatives	13	13%	09	9%	02	2%	
Teacher & parent meetings	07	7%	10	10%	04	4%	
Self experience	07	7%	07	7%	08	8%	
None	05	5%	08	8%	01	1%	

- *: Significant at level 0.05
- N.S: Not significant
- df :degree of freedom
- X² : chi – square

Table 4: Shows that age distributions among parents of primary school children, the calculated chi-square value is 61.8 and degree of freedom is 6. The table chi- square value for df 6 is 12.59. The calculated chi-square value is higher than the table chi-square. There was significant association between post test levels of knowledge regarding school phobia among parents of

primary school children. Hence the researcher accepted the research hypothesis and rejected null hypothesis.

DISCUSSION

The study result shows that the Post test level of knowledge in parents of primary school children, (42%) parents of primary school children had adequate knowledge, (40%) parents of primary school children had moderately adequate knowledge and (18%) parents of primary school children had inadequate knowledge. There is highly significant association between post-test level of knowledge and demographic variable age distribution (61.8). There is highly significant association between post-test level of knowledge and demographic variable GENDER (6.25). There is highly significant association between post-test level of knowledge and demographic variable religion (21.34). There is highly significant association between post-test level of knowledge and demographic variable education (18.62). There is highly significant association between post-test level of knowledge and demographic variable no. of school children in family (15.20). There is highly significant association between post-test level of knowledge and demographic variable educational standard of primary school child (27.2). Descriptive statistics for level of knowledge regarding school phobia in that mean and standard deviation of parents of primary school child was 14.37, 3.62 in post test. The calculated t test was 7.7 which was highly significant at $t < 0.05$.

CONCLUSION

Present study has shown that the parents have a virtual role in minimizing the school phobia and maximizing the school attendance of their children. There is highly significant association between post-test level of knowledge and demographic variable age distribution

Conflict of Interest: Nil

Source of Funding: Self

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