

A STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAM ON KNOWLEDGE REGARDING MANNERISM DEVELOPMENT AND ITS IMPORTANCE IN SCHOOL GOING CHILDREN AMONG THE SELECTED SCHOOLS OF AHMEDABAD CITY

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Abstract

Academic performance of students is one of the main indicators used to evaluate the quality of education in universities. Academic performance is a complex process that is influenced by several factors, such as study habits. Study habit is different individual behavior in relation to study and is a combination of study method and skill. In other words, study habits include behaviors and skills that can increase motivation and convert the study into an effective process with high returns, which ultimately increases the learning. This skill is also defined as any activity that facilitates the process of learning about a topic, solving the problems or memorizing part or all of the presented materials. Study habits are in fact the gateway to success and differ from person to person.

Keywords: *Planned, teaching, Mannerism development*

THE HARDEST JOB KIDS FACE TODAY IS LEARNING GOOD MANNERS WITHOUT SEEING ANY-FRED ASTAIRE (1899)

Consistency is the key when it comes to studying, so do your best to make a habit of it! It's a good idea to find a spot-on campus where you feel comfortable and inspired to dive into a successful study session.

The environment should be whatever works best for you-whether that means having complete silence, some light background music, or a more likely atmosphere. Give it some thought and try out a few different spots. The sooner you find the space that works for you, the sooner you'll be able to study effectively.

Academic performance of students is one of the main indicators used to evaluate the quality of education in universities. Academic performance is a complex process that is influenced by several factors, such as study habits. Study habit is different individual behavior in relation to study and is a combination of study method and skill. In other words, study habits include behaviors and skills that can increase motivation and convert the study into an effective process with high returns, which ultimately increases the learning. This skill is also defined as any activity that facilitates the process of learning about a topic, solving the problems or memorizing part or all of the presented materials. Study habits are in fact the gateway to success and differ from person to person.

Study habits are the most important predictor of academic performance and global research has revealed that study habits affect academic performance. In this regard, medical students are faced with a large amount of information that is difficult to organize and learn, and requires knowledge

and application of study skills. Evidence suggests that learners who do not have enough information about study strategies do not attain effective and stable learning, and therefore will not have an appropriate level of academic achievement. In other words, students with better academic achievement use these skills more than those with lower academic achievement.

NEED AND SIGNIFICANCE OF THE STUDY

Some people enjoy reviewing their materials with a group of friends or classmates. Such groups work best when they're kept small (4 or 5 others), with people of similar academic aptitude, and with people taking the same class. Different formats work for different groups. Some groups like to work through chapters together, quizzing one another as they go through it. Others like to compare class notes, and review materials that way, ensuring they haven't missed any critical points. Such study groups can be helpful for many students, but not all.

Unfortunately, when you find an ideal place to study, sometimes people bring things they don't need. For instance, while it may seem ideal to type notes into your laptop to refer back to later, computers are a powerful distraction for many people because of their versatility. Playing games, checking your feeds, texting, and watching videos are all wonderful distractions that have nothing to do with studying. So ask yourself whether you really need your laptop to take notes, or whether you can make do with old fashioned paper and pen or pencil. Keep your phone in your purse or backpack to keep distraction at bay as much as possible.

Don't forget the things you need to study for the class, exam, or paper you're focusing on for the study session. Nothing is more time consuming and wasteful than having to run back and forth regularly because you forget an important book, paper, or some other resource you need to be successful. If you study best with your favorite music playing, try and limit your interaction with your phone while changing tracks. Your phone is a potential time sink and one of the worst enemies of concentration.

OBJECTIVES OF THE STUDY

1. To assess the level of knowledge regarding mannerism development and its importance of school children among selected primary schools of Ahmedabad city, Gujarat State.
2. To evaluate the effectiveness of planned teaching program on knowledge regarding mannerism development and its importance of children among selected primary school of Ahmedabad city, Gujarat State.
3. To find out the association between post-test knowledge scores of school going children with their selected demographic variables.
4. To find out significant association of knowledge regarding mannerism development and its importance with selected demographic variables.

HYPOTHESIS OF THE STUDY

H1- There will be a significant difference between mean pre-test and post-test knowledge scores regarding mannerism development and its importance in school going children.

H01- There will be no significant difference between mean pre-test and post-test knowledge scores regarding mannerism development and its importance in school going children.

H2- There will be a significant association between post-test level of knowledge score on mannerism development and its importance in school going children.

H02- There will be no significant association between post-test level of knowledge score on mannerism development and its importance in school going children.

H3- There will be a significant association of knowledge score on mannerism development and its importance in school going children with demographic variables.

CONCEPTUAL FRAMEWORK

The conceptual framework is based on MODIFIED DOROTHY JOHNSON'S OPEN SYSTEM MODEL. In this study, it provides a basic knowledge regarding mannerism development and its importance. This consists of four phases input, process and output.

Modified Dorothy Johnson's Open System Theory (1980), its premise is that complex systems share organizing principles which can be discovered and modeled mathematically. The term came to relate to finding a general theory to explain all systems in all fields of science.

REVIEW OF LITERATURE

Review of Literature related to knowledge regarding mannerism development and its importance in school going children

Numan and Hasan (2017) looked at the impact of research patterns on examination anxiety and academic achievement. Their research suggested that study patterns have a significant effect on test anxiety and academic achievement. In comparison, students are expected to do more with good academic study habits than students with lousy schooling habits.

Kaur and Pathania (2017), age, family income, and education were variables that had a major effect on college students' study habits. The findings of their research revealed a significant association between academic success and study patterns. It indicates that age, family wealth, and schooling influence how students grow their learning behaviors and are linked to their academic achievement.

Review of Literature related to knowledge regarding mannerism development and its importance in school going children with selected demographic variables

The study of Khanam, Sahu, Rao, Kar, and Quazi (2017), Time management is one of the skills that impact students' academic performance. The researchers have conducted a study about time management, and the respondents' academic achievement, the medical students in Odisha. The study revealed that the respondents who obtained a high percentage also had a high mean score on general time management. And so it means that time management is essential to improve one's academic performance.

METHODOLOGY

Research design used for the proposed study is descriptive method to find out The Effectiveness of Planned Teaching Program on Knowledge regarding mannerism development and its importance in School Going Children among the Selected Schools of Ahmedabad City.

STEPS FOLLOWED TO COLLECT THE SAMPLE

Firstly, we have approached to every school for permission of data collection for pilot and main study. Then we have met The Principal of the particular school. After that, we have represented our

purpose of study, the time we need and the number of students we need to The Principal. Finally, we have convinced him for the procedure of data collection and fixed a date when it is easier for both of us. Then at the fixed date, we have done the procedure of data collection including Pre-test, Planned Teaching Program and Post-test.

A Pre experimental one group pre and post-test design was chosen.

SCHEMATIC REPRESENTATION OF RESEARCH

Group	Pre-test	Intervention	Post-test
Study Group	O ₁	X	O ₂

Key Terms:

O₁: Pre-test on knowledge regarding mannerism development and its importance.

X: Intervention of Planned Teaching Program regarding mannerism development and its importance in school going children.

O₂: Post-test on knowledge and effectiveness of Planned Teaching Program.

The Tool consists of 3 sections:

Section-I: It consists of personal data. i.e., Age, Religion, Gender, Father's Occupation, Mother's Occupation, Family Type.

Section-II: Structured questionnaire contain the items indicating the students of 10 to 16 years age of selected primary schools requires response of correct and wrong answers. Where 'Wrong Answers' suggests that a student of 10 to 16 years of age doesn't have knowledge of mannerism development in terms of study habits 'Correct Answers' suggests that students of 10 to 16 years of age do have knowledge of mannerism development.

Section III: Planned Teaching Program on Study Habits.

In order to measure the validity of the tool i.e. structured questionnaire was given to five experts. Tool was validated by experts in Nursing at Shama College of Nursing, Danilimda, Ahmedabad and Victoria Jubilee College of Nursing, Kalupur, Ahmedabad and Subham College of Nursing, Asarwa, Ahmedabad and Ahmedabad Institute of Nursing, Lapkaman, Ahmedabad. They were requested to valid the relevancy, objectivity and appropriateness of the content areas.

DATA ANALYSIS, FINDINGS AND INTERPRETATION

Data analysis includes percentage, mean and inferential statistics (Chi square, paired 't' value & p value) for the analysis and interpretation of data.

Significance of the sample was done according to the variables using chi square. The variables Age of the children, Gender of the children, Religion of the children, Father's Occupation, Mother's Occupation, Residential area of the children and Family Type of the children.

Table 1: Area Wise Distribution of mean, mean percentage and mean difference of pretest and posttest knowledge scores of school going children regarding mannerism development and its importance

Sr No	Topic	No.of Questions	Pretest					Post Test					Mean Difference
			Min. Score	Max.Score	Total Score	Mean	Mean %	Min.Score	Max.Score	Total Score	Mean	Mean %	
1	Introduction	1	0	1	55	0.79	78.57	0	1	55	0.79	78.57	0
2	Definition	1	0	1	54	0.77	77.14	0	1	53	0.76	75.71	0.01
3	Causes	1	0	1	58	0.83	82.86	0	1	57	0.81	81.43	0.02
4	Good Study Habits	6	0	6	191	2.73	45.48	0	6	221	3.16	52.62	0.43
5	Techniques	6	0	6	213	3.04	50.71	0	6	254	3.63	60.48	0.59
6	Types	4	0	4	159	2.27	56.79	0	4	203	2.9	72.5	0.63
7	Barriers	1	0	1	39	0.56	55.71	0	1	41	0.59	58.57	0.03
8	Strategies	5	0	5	137	1.96	39.14	0	5	162	2.31	46.29	0.35
9	Overall												2

This table shows that during pretest highest mean score is 3.04 for the area of techniques which is 50.71% and during posttest highest mean score is 3.63 for the area techniques which is 60.48%. Overall mean difference is 2. Hence, it is interpreted that the planned teaching program was effective on mannerism development and its management.

Table 2: Analysis of computed paired ‘t’ value between pretest and posttest knowledge scores of school going children

Paired Samples Statistics							
		Mean	N	Std Deviation	Std Error Mean	Correlation	p-Value
Pair 1	Post Test	14.9429	70	2.56445	.30651	.559	.000
	Pre Test	12.9429	70	2.72873	.32615		

Paired Samples Test										
		Mean	Std Deviation	Std Error Mean	95% Confidence Interval of the Difference		t	dF	p-Value	Significance
					Lower	Upper				
Pair 1	Post Test	2.000	2.49056	.29768	1.40615	2.59385	6.719	69	4.99	Significant
	Pre Test	.00								

The values depicted in the Table 2 shows that the effectiveness of planned teaching program on mannerism development and its management. The obtained ‘t’ test value was 6.719 with p-value 4.99, so it is inferred that there is significant gain in knowledge scores after planned teaching

program, so null hypothesis is rejected and research hypothesis is accepted.

IMPLICATIONS

Nursing Practice

Nurse can extend and expand their role in different setting especially in Primary Schools and Higher Secondary Schools. Nurse Practitioner role is to extend the health care services to the neglected, remote or underserved areas. Nurse Practitioner should provide a package of services in planned teaching program, and lecture with discussion for improvement, maintenance and regularity of study habits.

Nursing Education

Nurses play an important role in providing adequate knowledge to the school going children in selected primary schools of Ahmedabad about study habits. The nursing students should aware of their role in school area in present and future year, which helps to improve the study habits of school going children. The nurse educators should periodically organize special training program for the school going children in school area. Only through standard education, there can be a standard practice. Nursing teacher as an informative illustration can use the result of the study for nursing for nursing students. Attempts should be made to ensure that the learner is taught in such a way that it allows them to construct learning in a simulated context and then apply it into real situation. The focus should be on the learner's understanding the process of acquisition rather than mere Performance.

Nursing Administration

The nurse as an administrator can organize and conduct teaching program for school going children in order to enhance their knowledge and keep them aware about factors affecting study, barriers interfering study, coping the barriers interfering study which occurs mostly in school area. So that they themselves will be responsible for the self-improvement.

Nursing Research

Research provides nurses the credibility to influence decision making, policy and protocol formulation regarding mannerism development for study habits. Finding of the study suggests that educators and researchers should encourage nurses to read, discuss and conduct research studies. So as to enable the nurses to make data based decision rather than intuitive decisions. Nurse researcher can encourage clinical nurse to apply the research findings in their daily nursing care activities. Dissemination of findings through conference, professional journal will make the application of research findings to effective on evidenced based practice.

Recommendations

1. A similar study can be done on a large scale sample so that the findings can be generalized for general population.
2. A study can be done association between various demographic variables, which were significantly on large sample.
3. A similar study can be done in different setting.
4. A similar study can be done among school going children at village level.

5. A survey study can be done on awareness about study habits among school going children of various schools.
6. A comparative study to assess prevalence of study habits between primary schools and higher secondary schools.
7. A study can be conducted to assess the effectiveness of self instructional module on study habits among school going children.
8. Effectiveness of video assisted teaching on study habits among school going children.

CONCLUSION

The following conclusion can be drawn from the present study findings. The mean post-test knowledge score was higher than the mean pre-test knowledge score. Hence, it was proved that the planned teaching program was effective in increasing knowledge regarding mannerism development in the area study habits among school going children. There was a significant association between demographic variables and post-test knowledge score.

The computed values of Chi Square between knowledge scores on mannerism development and its management with selected demographic variables are;

The values revealed that the knowledge score on mannerism development and its management with Age, $\chi^2 = 18.71$, $p = 0.005$. Therefore, Age is not significant for the knowledge of samples. The values revealed that the knowledge score on mannerism development and its management with Religion, $\chi^2 = 3.96$, $p = 0.914$. Therefore, Religion is significant for the knowledge of samples. The values revealed that the knowledge score on mannerism development and its management with Gender, $\chi^2 = 6.54$, $p = 0.088$. Therefore, Gender is significant for the knowledge of samples. The values revealed that the knowledge score on mannerism development and its management with Father's Occupation, $\chi^2 = 8.50$, $p = 0.484$. Therefore, Father's Occupation is significant for the knowledge of samples. The values revealed that the knowledge score on mannerism development and its management with Mother's Occupation, $\chi^2 = 4.11$, $p = 0.904$. Therefore, Mother's Occupation is significant for the knowledge of samples. The values revealed that the knowledge score on mannerism development and its management with Residential Area, $\chi^2 = 0$, $p = 0$. Therefore, Residential Area is significant for the knowledge of samples. The values revealed that the knowledge score on mannerism development and its management with Family Type, $\chi^2 = 2.57$, $p = 0.461$. Therefore, Family Type is significant for the knowledge of samples.

In the pre-test, school going children had knowledge 78.57% in Introduction, 77.14% in Definition, 82.86% in Causes, 45.48% in Good Study Habits, 50.71% in Techniques, 56.79% in Types, 55.71% in Barriers, 39.14% in Strategies.

In the post-test, school going children had knowledge 78.57% in Introduction, 75.71% in Definition, 81.43% in Causes, 52.62% in Good Study Habits, 60.48% in Techniques, 72.50% in Types, 58.57% in Barriers, 46.29% in Strategies.

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