Study to evaluate the effectiveness of structured teaching programme on knowledge regarding behavioural Problems in mentally challenged children among School Teachers

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Abstract:

Background:Mental retardation is a condition characterized by significantly lower than average intellectual ability and adaptive behavioral deficits, currently affects between 2% to 3% of the total population. Mental retardation is a subtype of intellectual disability which is found in every culture. It is a particular state of functioning that begins in childhood and is characterized by limitation in both adaptive skills and intelligence.Behaviour disorders are frequent in children with an intellectual disability, regardless of the underlying etiology. Learning starts from birth, formal learning takes place in school under the guidance of teachers. So teacher's role in creating efficient citizen is significant. It is in this context the importance of a nurse become vital in safeguarding and promoting the mental health of children and early identification of deviations from normal. The school is one of the most organized and powerful system in our society that influence the health and well-being of those who come in contact with it. Thus the nurse will be a dynamic force, instrumental and indispensable in assisting the teachers to learn to recognize and to help children with learning disability. Hence we selected a study to evaluate the effectiveness of structured teaching programme on knowledge regarding behavioural problems in mentally retarded children among school teachers at selected School.

Materials and Methods: In this quantitative evaluative study 30 samples were selected to evaluate the knowledge regarding behavioural problems in mentally retarded children among school teachers. The research design adopted for this study was pre experimental (one group pretest posttest design).The investigator used simple random sampling by using lottery method to select the sample for the study. School teachers who fulfilled the inclusive criteria at selected School.

Results:The study finding states that structured teaching programme was effective in improving the level of knowledge on behavioural problems in mentally retarded children among school teachers and there was no association found between the demographic variables and the pretest level of knowledge.

Conclusion: Knowledge of school teachers helps to identify the behavioural problems of mentally retarded children.

Key Words: Structured teaching programme, Knowledge, Behavioural problems, Mentally retarded children.

I. Introduction

Children greatest gift of god to humanity, they are like day in the hand. Handled with love, care, they become something beautiful or else they will break. The childhood is also period of life, characterised by change challenge and for adoption.India has the highest number of children in the world. Children are more than one third of country's population is below 18 years.Behavioural problems involve a pattern of disruptive behavior and in children that last for at least for six months and cause problem in school, at home in social situation nearly everyone shows some of these behaviour at times, but behavioural problems are more serious.Behaviour disorders among mentally retardedchildren are a deviation from the accepted pattern of behaviour on the part of the children. When they are exposed to on inconsistence social and cultural environment. But this are not to equated with the prepare the psychiatric illness is the child as the only the symptoms or relation to emotional and environmental stress, the study is carried out to evaluate behavioural problems and preschool children.School teachers are the most important person in whom a child sees "parents figure" away from home. The teacher has tremendous influence on the child because of the "emotional bonding" that takes between the teachers and public these resources and influence factor must be tapped in the wider context of the situation. The teachers need to help the child to cope with the health and illness.School is a unique position to identify the maladjustment among children the children learns more in school whatever it is good or bad along with the peer

group then in home. Teachers play a major role in teaching good think and identified the wrong and correcting them appropriate way. In addition to the regular subject, teachers can educate and train the children towards learning the life dealing, decision making, effective communication, interpersonal relationship skills, empathy and skills coping with emotional stress.

OBJECTIVES:
1. To assess the pretest and posttest level of knowledge regarding selected behavioural problemsin mentally retarded children among school teachers.
2. To evaluate the effectiveness of structured teaching programme on knowledge regarding selected behavioural problemsin mentally retarded children among school teachers.
3. To find the association between pretest knowledge regarding selected behavioural problems in mentally retarded children among school teachers with their selected demographic variables.

HYPOTHESIS:
H₁: There will be a significant difference between pretest and posttest level of knowledge regarding selected behavioural problems in mentally retarded children among school teachers.
H₂: There will be a significant effectiveness of structured teaching programme on knowledge regarding selected behavioural problemsin mentally retarded children among school teachers.
H₃: There will be a significant association between pretestlevel of knowledge score with selected demographic variables.

II. Materials And Methods
In this quantitative evaluative study 30 samples were selected to evaluate the knowledge regarding behavioural problems in mentally retarded children among school teachers. The research design adopted for this study was pre experimental (one group pretest posttest design).The investigator used simple random sampling by using lottery method to select the sample for the study. School teachers who fulfilled the inclusive criteria at selected School.

Inclusion criteria
The study include school teachers who are
- interested to participate in the study.
- available during data collection.
- both male and female.

Exclusion criteria
The study excludes school teacherswho are
- absent during data collection.
- not willing to participate.
- Sick during data collection procedure.

Data collection procedure
The study was conducted in April 2018. 30 school teacherswere selected by simple random sampling by using lottery method. Informed oral consent was obtained from the Head of the School prior to the collection of the data. 30school teacherswere selected and informed oral consent was obtained from the school teachers who fulfilled the criteria. Thedemographic data were collected from the school teachers. Level of knowledge among school teacherswere assessed using questionnaire and recorded the values. Finally educational intervention was provided and posttest scores were obtained.

III. Results
After a week of data collection the following results were summarized
Regarding the age, 7(23%) teachers are in 21-30 age group; 19(64%) teachers are in 31-40 age group; 4(13%) teachers are in 41-50 age group; and none of the teachers are above 50 years of age.
Regarding the gender, 18(60%) are male and 12(14%) are females.
Regarding the educational qualification 4(13%) have completed teacher training course; 9(30%) are B.Sc. with B.Ed.; 17(57%) are M.Sc. with B.Ed. and none have M.Sc. with M.Ed.
6(20%) are in 1-5 years of teaching experience 10(33%) are in 6-10 years of teaching experience 14(47%) are in 11-15 years and none have teaching experience of 16-20 years.
26(87%) have previous knowledge whereas; 4(13%) don't have previous knowledge about behavioural problems.
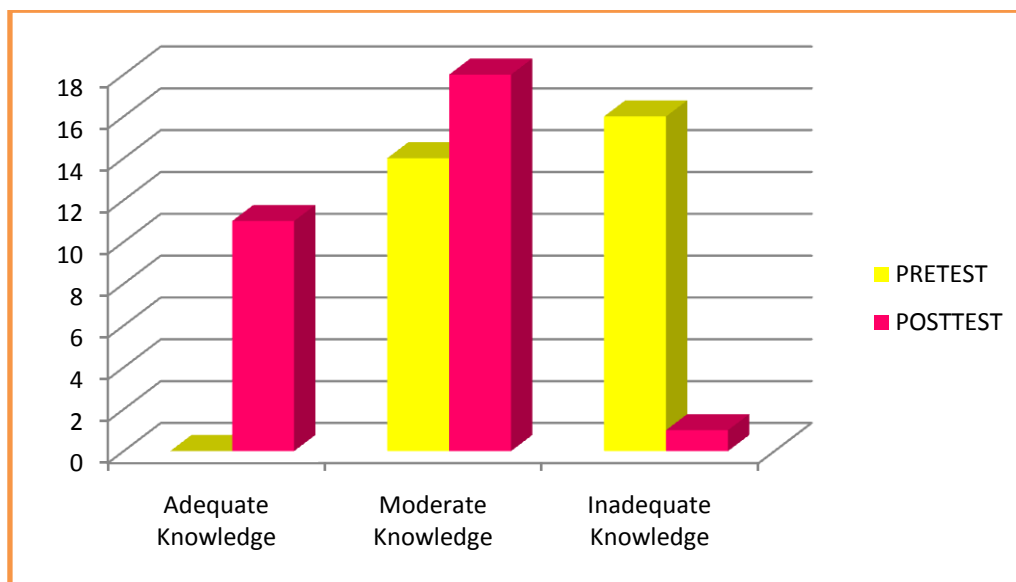
Fig:1. Level of knowledge before and after structured teaching programme

Figure 1 depicts the assessment of level of knowledge before and after structured teaching programme. In pretest 0(%) had adequate knowledge, 14(47%) had moderate knowledge, 16(53%) had inadequate knowledge. In posttest 11(37%) had adequate knowledge, 18(60%) had moderate knowledge, 1 (3%) had inadequate knowledge.

Hypothesis 1: There is a significant difference in level of knowledge on behavioural problems among school teachers, So Hypothesis H1 is accepted.

	MEAN	STANDARD DEVIATION	"t" VALUE	TABLE VALUE	SIGNIFICANCE
PRETEST	6.23	2.25			
POSTTEST	11.93	3.55	7.76	2.05	SIGNIFICANT

Table1. Effectiveness of structured teaching programme on knowledge

Table 1 revels that the pretest, the mean score was 6.23 with the standard deviation of 2.25 and the posttest mean score was 11.93 with the standard deviation of 3.55. The paired "t" test value was 7.76 and the table value at $p<0.05$ with df = 29 is 2.05. This shows that structured teaching programme is effective in imparting knowledge on behavioural problems in mentally retarded children among school teachers. There was significant effectiveness of structured teaching programme on knowledge.

There was no association between the pretestlevel of knowledge regarding behavioural problems in mentally retarded children among school teachers with their selected demographic variables.

IV. Discussion

There is a significant difference in level of knowledge on behavioural problems among school teachers, So Hypothesis H_1 is accepted.

Hypothesis: 2 There will be a significant effectiveness of structured teaching programme on knowledge regarding behavioural problems of mentally retarded children among school teachers.

The study shows that structured teaching programme is effective in imparting knowledge on behavioural problems in mentally retarded children among school teachers. There was significant effectiveness of structured teaching programme on knowledge.Hence H_2 is accepted.

Hypothesis: 3 There was no significant association between the pretest level of knowledge score and their selected demographic variables.

There was no association between the pretest level of knowledge regarding behavioural problems in mentally retarded children among school teachers with their selected demographic variables.Hence H_3 is rejected.

V. Conclusion

Knowledge of school teachers helps to identify the behavioural problems of mentally retarded children.

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