

“A study to assess the effectiveness of structured teaching programme on knowledge regarding behavioural problems of children among primary school teachers in selected school at kohka junvani, Bhilai, Chhattisgarh.”

“Thinking is the capital, Enterprise is the way, Hard work is the solution”

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Abstract

Children behavioural problems are serious and may have indirect effect in the child's life in the future if not taken care of fast. The growing years of a child are perhaps the most difficult a family ever has. It is during these years that a child comes to terms with various concepts of life. Like family belonging, discipline, social norms etc. It is necessary to differentiate between mischievous children and child behavioural problems. There is no known medical treatment for such behavioural problems in children. However, at the proper time may help to solve this problem.

Children's behaviour is influenced by biological, psychological, and social factors. Teachers play a key role in early identification and management of behavioural problems. However, many teachers lack sufficient knowledge to recognize and handle such issues effectively. A structured teaching programme can enhance teachers understanding and improve classroom management, leading to better child outcomes.

The primary aim of this study is to assess the effectiveness of a structured teaching programme on enhancing primary school teacher's knowledge regarding behavioral problems in children. Teacher's knowledge is vital in recognizing the early signs of behavioral issues and applying appropriate interventions in the classroom.

Index Terms

Assess, Effectiveness, Structured Teaching Programmed, Knowledge, Behavioral problems of children, School Going Children, Primary School Teachers.

I. INTRODUCTION:

Each child is a unique person, a person whose future will be affected for better or worse by the influences that mold his or her life during the early years. Children can be lovable one minute, and thoroughly disagreeable the next. They can be the source of immense joy but the cause of the much frustration and irritation, they can make enormous demands on their parents but equally they can give you unconditional love and an immeasurable sense of importance.

School-age children typically refer to children who are between the ages of 5 and 12 years old, attending kindergarten or elementary school more specifically, they are often described as being roughly between ages 6 and 10, as they become more independent and take on more responsibilities. In general, a school-age child is defined as one who is old enough to go to school.

Behavioral problems in children refer to patterns of behavior that can significantly affect a child's ability to function effectively in various settings, such as home, school, or social situations. These problems are characterized by persistent and disruptive behaviors that persist for six months or longer and can lead to challenges in social interactions. Academic performance and overall development. Common behavioral disorders include Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD), which involve aggressive behaviors and violations of rules, respectively. Early recognition and intervention are crucial for addressing these issues and supporting children's development.

II. PROBLEM STATEMENT:

“A study to assess the effectiveness of structured teaching programme on knowledge regarding behavioural problems of children among primary school teachers in selected school at kohka junvani, Bhilai, Chhattisgarh.”

III. OBJECTIVES:

1. To assess the pre-test level of knowledge regarding behavioral problems of school children among primary school teachers.
2. To assess the post-test level of knowledge regarding behavioral problems of school children among primary school teachers.
3. To evaluate the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary school teaching.
4. To find out the association between the pre test and post test knowledge regarding behavioral problems of children among primary school teachers with selected demographic variables.

IV. HYPOTHESES:

H0: There is no significant difference between pre-test and post-test knowledge scores regarding behavioral problems of children among primary school teachers in selected schools.

H1: There is a significant difference between pre-test and post-test knowledge scores regarding behavioral problems of children among primary school teachers in selected schools.

H2: There will be a significant association between post test knowledge score and selected demographic variables.

V. MATERIALS AND METHODS:

A pre experimental research design was adopted to conduct the study. The target population consisted of primary school teachers working in selected schools at bhilai. A non probability purposive sampling technique was used to select the samples based on availability and willingness to participate in the study.

The accessible population it may study sample was 60 primary school teachers working in selected schools at Bhilai. A self structured questionnaire was developed and utilized to assess the effectiveness of a structured teaching programme on knowledge regarding behavioural problems of children among primary schools teachers.

The tools used for the study consisted of two sections:

Section A: Demographic Data This section includes items related to personal information such as age, gender, Qualification, years of teaching experience, previous training, and source of information.

Section B: Self-Structured Questionnaire for assessment of knowledge .This section consists of 30 multiple-choice questions to assess the teacher's knowledge regarding behavioural problems of children. Which was divided in 3 parts-

Part I- Questions related to behavioural problems

Part II- Questions related to emotional deprivation in behavioural problems

Part III- Questions related to physical deprivation in behavioural problems

Each correct answer is awarded one mark, and incorrect answers receive zero marks.

The total score indicates the level of knowledge, categorized as follows (example)

Good knowledge: 76-100%

Average knowledge: 51-75%

Poor knowledge: $\leq 50\%$

Expert opinion and content validity of the tools established by three experts (child health nursing) and one statistician. Reability of **self structured questionnaire to assess the effectiveness of a structured teaching programme on knowledge regarding behavioural problems of children** among primary schools teachers was established by using karl pearson formula and 'r' was found to be 0.8. The tool was found valid and reliable.

The data collected for main study from four different schools Kohka Bhilai on 31/10/25 Saraswati Shishumandir Kutelabhata and M.J. School New Arya Nagar on 31/10/2025. on 03/11/2025 Shri Narayan Public School Sirsa and Swami Vivekanand H.S. School Kohka Bhilai Chhattisgarh.

The technique for data collection was self structured knowledge questionnaire.-Formal permission was obtained from the concerned school authorities.

VI. METHODS OF DATA ANALYSIS:

The analysis will be done on objectives hypothesis, delimitation to be tested .The analyses of data in planned organize and present under the following:

Descriptive Statistics:

- Frequency and percentage for demographic variables.
- Mean and standard deviation for knowledge scores.

Inferential Statistics:

- Paired 't'-test to determine the effectiveness of the structured teaching programme.
- Chi-square test to find the association between pre-test knowledge scores and selected demographic variables.

VII. MAJOR FINDINGS OF THE STUDY:

These is association between the pre-test knowledge level regarding behavioral problems of children among primary school teachers with selected socio-demographic variables such as Age of mother. Mother education. Number of Children, family income using a non-parametric χ^2 test.

On applying the chi-square test demographic variable, "Years of experience and previously identified the child" was significantly associated with the knowledge level regarding behavioral problems of children among primary school teachers. The χ^2 value of the Years of experience was 21.91, which is greater than the table value (15.50) at $P=0.05$ for 8 degree of freedom. Similarly, χ^2 value of the Previously identified the child was 11.27 greater than the table value (5.99) at $P=0.05$ for 2 degrees of freedom Hence H_1 i.e, there is a significant association between the pretest knowledge level regarding behavioral problems of children among primary school teachers with selected socio-demographic variables "Years of experience" and "Previously identified the child" is accepted.

Association between the pre-test knowledge level regarding behavioral problems of children among primary school teachers and other selected socio demographic variables such as age ($\chi^2=4.0$, $p>0.05$) sex ($\chi^2=0.89$, $p>0.05$), Qualification ($\chi^2=1.89$, $p>0.05$). Were found to be statistically not significant. Hence H_0 that there is no significant association between selected socio-demographics like age, sex, qualification with pre-test knowledge level regarding behavioral problems of children among primary school teachers is accepted.

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"Be strong and of good courage. Do not be afraid because of them for the LORD your God goes with you, he will never leave you nor forsake you"

Deuteronomy 31:6 (BIBLE)

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