

A Study to Assess the Effectiveness of Structured Teaching Program on Knowledge Regarding Behavioral Problems of Children Among Primary School Teachers in Selected Schools at Kanyakumari District

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ABSTRACT

In a world where reading and writing skills are in increasing demand, the impact on behavioural disorders on individuals and society can be devastating. The study results shows among 60 school teachers, majority 35(58.3%) school teachers had moderately adequate knowledge 25(41.6%) had inadequate knowledge and none of them had adequate knowledge in pre-test and after the delivery of structured teaching program on behavioral disorders there is an significant increase in the level of knowledge among school teachers, in post-test majority 57(5%) had adequate knowledge 3(5%) had moderate knowledge and none of them had inadequate knowledge. Thus, the effectiveness of structured teaching program in post-test was found to be significant (2.00) at $p < 0.05$ Findings of the study reveals that the structured teaching program is effective in all areas of improving knowledge of the schoolteachers regarding behavioral problems in school children.

INTRODUCTION

“Education means all round drawing out of the best in child and man body, mind and spirit”.

-Mahatma Gandhi

The Hindu philosophy places teacher on a pedestal – even God and just after the parents. Children spend most part of their working hours in school with teachers who play an important role in moulding their future. A teacher is responsible for the integrated all round development of a child. Like a gardener, he provides all suitable conditions for their best growth.

Children are a blessing from the Lord. They are like clay in the potter’s hand blended with godly love and care. Young scholars are emerging as creative persons who are preparing for their future role in society. The school years are a time of new achievement and new experiences. Individual children’s needs and preferences should be respected.

Behaviour means all the covert and overt activities of human beings that can be observed. Behaviours may be classified as cognitive, affective, and psychomotor, cognitive refers to knowing, effective refers to feeling and psychomotor relates to doing (Bimla Kapoor, 1996).

Behavioural problems are the reactions and clinical manifestations which are resulting due to emotional disturbances or environmental maladjustments. The neurobehaviors problems cover a range of workplace

issues, including the emotional appearance of hygiene problems, insubordination verbal abuse, physical abuse, or violence (K.P. Neeraja, 2000).

According to the World Health Report, 15 % of children have a serious emotional disturbance. Epidemiological studies of child and adolescent psychiatric disorders conducted by ICMR indicated the overall prevalence of mental and behavioral disorders in Indian children to be 12.5%. Mental disorders account for 5 of the top 10 leading causes of disability in the world for children above 5 years of age. Besides the increase in the number of children seeking help for emotional problems, over the years, the type of problems has also undergone a tremendous change.

Children are mirrors of a nation. They are our future and our most precious resources. The quality of tomorrow's world and perhaps even its survival will be determined by the well-being, safety, and the physical and intellectual development of children today. To predict the future of a nation, it has been remarked, one need not consult the stars; it can more easily and plainly be read in the faces of its children. Behavioral and emotional problems in primary school-aged children can cause significant difficulties in children's healthy development. For many children, they are also predictive of long-term antisocial behaviors and mental health problems. Some children show symptoms that are consistent with diagnoses of Anxiety, Depression, Oppositional Defiant Disorder (ODD), Attention-Deficit Disorder (ADHD), and Conduct Disorder (CD) (American Psychiatric Association, 1994). As well as causing significant distress for children and families during their childhood, children with emotional and behavioral problems face an increased risk of low self-esteem, relationship problems with peers and family members, academic difficulties, early school leaving, adolescent homelessness, the development of substance abuse issues and criminality. A child's personality is considerably influenced by the character and conduct of their parents. Surveys reveal that the parents are often more concerned about their behavior than about their physical well-being (Robbinowits, 2011).

The planned teaching program will be positively influenced on primary school teachers to know more about the behavior indicating emotional problems among children who manifest complex psychopathology characterized by attachment difficulties, relationship insecurity, sexual behavior, trauma-related anxiety, conduct problems, defiance, inattention/hyperactivity, and less common problems such as self-injury and food maintenance behaviors.

NEED FOR THE STUDY

Health Promotion of India (2000) stated that one-third of the population in India are school-age children; out of this 14% belong to the age group of 6-10 years of which 99% is primary education.

Conduct disorder is seen in inappropriate 5-8% of the general child population. In that review of prevalence indicated that the estimated rate of conduct disorder in children aged 4-18 years have ranged from 2-6% conduct disorder in youth under the age of 18. And school refusal also occurs at all ages appropriately 1-5% of all school-aged children. The average age of onset is 7.5 years and 10.5 years (**American Psychiatry Association, 2000**).

Studies conducted on the prevalence of behavioral problem in India and neighboring countries showed that there are behavioral problems existing among school children and are quite common. These behavioral problems are not often identified in school setting due to lack of awareness of schoolteachers on a behavioral problem or lack of awareness of mental health service. The disturbed characteristics in their behavior are through not affecting much presently, it will, of course, affect individual, family, and society later. The early identification and management is the best way to prevent them from harming self

and society.

Statistical Information regarding Behavioural Problems:

- Night terrors will be observed in 3% of children up to 1-8 years of age.
- Nightmares occur 10-50% of children who have ages between 3-5 years.
- Temper tantrums occur in 20-25% in 2-12 years of age. It is common up to the first 5 years socially, culturally, and developmentally appropriate. Knowing what to expect from the child at each will help to decide whether his or her behaviour is normal.

David (2016) stated that behavioral problems commonly occur during childhood. It is defined as thoughts or feelings which differ quantitatively from the normal and because of this difference the child is either suffering significantly or development is being significantly impaired.

All children misbehave sometimes, but behavioral disorders go beyond mischief and rebellion. Warning signs can include harming or threatening themselves, other people, or pets, damaging or destroying property lying or stealing, not doing well in school, skipping school, early smoking, drinking or drug use, and frequent tantrums and arguments (**Haydon, 2005**)

The level of the emotional disorder in children has been found to be 2.5%, which increase in large town and cities and in adolescences. Emotional disorders range from anxiety, phobia to school refusal. The increased necessity of independence, the autonomy in young children may lead to a more emotional problem. Habit disorders are characterized by repetitive, motor behavior such as sucking the thumbs or other objects, head rocking, nail-biting enuresis (**Puri, 2013**).

15 % of children between the age of 5-10 years are known to be enuresis wet only during the night while 15% during night and rest during the day only. The prevalence of encopresis among children is 4 to 8 %. There is important to identify certain cases, mental illness is exhibited in the form of behavioural problems (M.S. Bhatia 2004).

Taylor (2014) described that sleep problems, temper tantrums, hyperactive disorder and toilet training are the most prevalent behavior problems among school going children. The parents and caregivers who have difficulties can be empowered to promote their self-confidence by conducting various education programs.

Kaufman (2013) revealed that childhood maltreatment is a nonspecific risk factor for a range of different emotional and behavior problems. A three- generation longitudinal study of the intergenerational transmission of child abuse was also highlighted and it was found the association of genetic, environmental risk and protective factors at home and school with childhood behavior.

Early recognition can prevent behavioral problems from severe what's more, considering the strong relationship between childhood social and emotional problems and later delinquency and criminality, early interventions may reduce the staggering social costs associated with criminal behavior (**Mendez, 2016**).

Behavioral problems are first brought to the attention of parents by teachers or school officials. Children who are easily distracted, unwilling or unable to cooperate with school rules, or are disruptive to classroom activities can make it difficult not only for teachers but also for other students. Parents of children with behavioral problems can work with teachers, child psychologists, and their child to help formulate a plan to help children get the most benefit from the educational process (**Beharmann, 2000**).

So, the investigator felt that the teachers should have adequate knowledge regarding various aspects of primary school children's behavioral problems. So, the investigator decides to conduct a study on knowledge regarding the behavioral problems among primary school teachers.

PROBLEM STATEMENT

“A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING BEHAVIORAL PROBLEMS OF CHILDREN AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS AT KANYAKUMARI DISTRICT”.

OBJECTIVES

- To assess the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary schoolteachers in experimental group.
- To find out the association between the pretest level of knowledge regarding behavioral problems of children among primary schoolteachers with their selected demographic variables.

OPERATIONAL DEFINITIONS

Assess: -

It refers to the measurement of level of knowledge regarding behavioural problems in school children among primary school teachers.

Effectiveness: -

It refers to the significant gain in knowledge as determined by statistical approach regarding behavioural problems in school children among primary school teachers.

Structured Teaching Programme

It refers to a systematically planned group of instructional design to provide information regarding behavioral problems among primary school teachers.

Knowledge: -

It refers to the verbal response given by the primary school teachers regarding behavioural problems in school children.

Behavioural Problems

In this study, behavioral problems mean abnormal developmental characteristics of children. It includes habit problem, problems of movements, problems of speech, problems of sleep, problems of toilet training, conduct disorder, problems of schooling and psychosomatic problems.

Children: -

It refers to the school children who have been noticed with behavioural problems at the age group of 6-12 years.

Teachers: -

It refers to the primary school teachers who teach in selected Primary schools.

HYPOTHESIS

H₁: There will be a significant increase in post-test knowledge score among primary school teachers regarding behavioural problems.

H₂: There will be a significant association between the post-test knowledge scores with the selected demographic variables.

ASSUMPTIONS

The study assumes that.

1. The schoolteachers may have inadequate knowledge regarding behavioural problems in school children.
2. The Structured teaching programme may improve the Knowledge in primary schoolteachers regarding behavioural problems in children.
3. The knowledge of the primary school teacher's regarding behavioural problems in children may vary according to their demographic variables.

DELIMITATIONS

The study is delimited to:

- Selected schoolteachers who have completed teacher training programme.
- School teachers who are working only in selected schools in Kanyakumari District.

Conceptual Framework of the Study

A conceptual framework is a theoretical approach to the study of problems that are scientifically based and emphasizes the selection, arrangement, and classification of its concepts. Concepts are words that describe objects, properties or events and are basic components of theory. The conceptual framework is a general amalgam of all the related concepts in the problem area.

Conceptual framework deals with abstraction or concepts that are assembled by virtue of their relevance to a common theme. Conceptualization is a process of forming ideas which is utilised and forms conceptual framework for development of research design. It helps the researchers by giving direction to go about entire research process.

The present study aims “a study to assess the effectiveness of structured teaching programme on knowledge regarding behavioral problems of children among primary school teachers in selected schools at Kanyakumari district”. The conceptual framework of the study is based on general systems theory with input, throughput, output, and feedback. This theory was first introduced by Ludwig Von Bertalanffy (1968).

According to this theory, systems can be open or closed. All living systems are open, in that, there is continuous exchange of matter, energy and information. Open systems have varying degree of interaction with environment from which the system receives the input gives output in the form of matter, energy, or information. The system returns output to the environment in an altered stage, affecting the environment. The feedback is the response of the system. The systems may be positive, negative, or neutral.

In the present study applications, the concepts are as follows: -

INPUT:

The input refers to the information resources, energy or matter which enters the system. Input is the variables that contribute towards the knowledge of primary school teachers regarding behavioural problems.

THROUGHPUT:

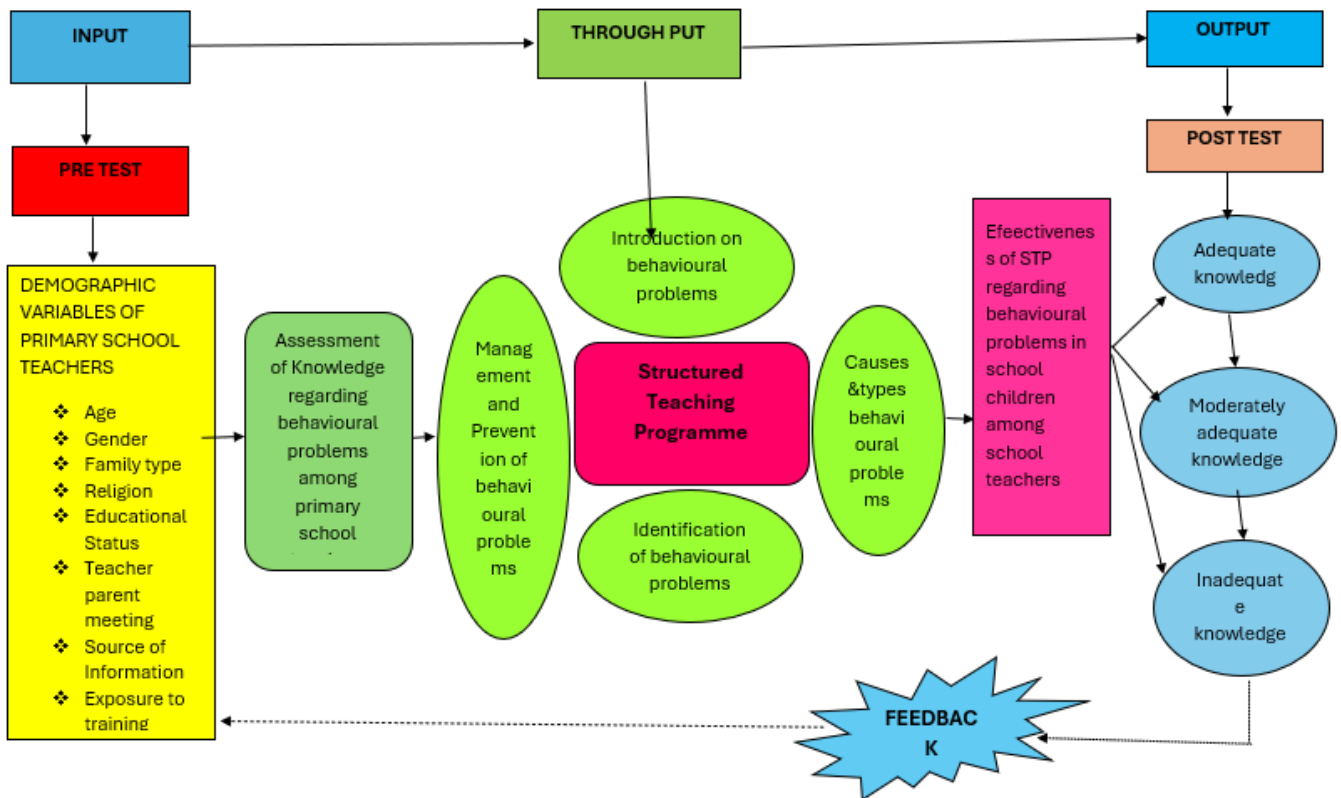
It refers to the action needed to accomplish the desired task to achieve the same output. It is the structured teaching programme on behavioural problems.

OUTPUT:

Output refers to the end results product of the system. In the present study, evaluation of the effectiveness of structured teaching programme on behavioural problems in school children is the output that may be regarded as the product of process. This is achieved by comparing the pre-test and post-test knowledge scores of the respondents. The outcome of the knowledge of the study would be either desirable with adequate knowledge or undesirable with inadequate knowledge.

FEEDBACK:

It is the process whereby the output of the system is redirected to the input of the same system. If the knowledge is found to be inadequate, the system input, throughput must be re-evaluated, which is not included in the present study. The feedback is the environmental response of the system, feedback emphasizes on input and throughput to strengthen it.



REVIEW OF LITERATURE

Review of literature is a critical summary of research on a topic of interest generally prepared to put a research problem is content to identify gaps and weakness is prior studies to justify a new investigation (Polit and Beck, 2010). The researcher presents the review of related literature which helps the studying of problems in depth. It also serves as a valuable guide to understanding what has been done, what is still unknown and untested. Review of literature is a critical summary of research on a topic of interest generally prepared to put a research problem is content to identify gaps and weaknesses prior studies to justify a new investigation (Polit and Beck, 2010)

The literature review is discussed as under the following headings:

Section– A: Review related to behavioural problems.

Section– B: Review related to the schoolteacher’s knowledge regarding behavioral problems.

Section– C: Review related to structured teaching program regarding behavioral problems.

SECTION–A: LITERATURE REVIEW RELATED TO BEHAVIORAL PROBLEMS:

Akpan M U (2014) conducted a comparative study of the academic performance of primary school children with behavioral disorders with that of their controls. A total of 132 primary school pupils aged 6-12 years with behavioral disorders using the Rutter scale for teachers (Scale B (2) and their matched controls were selected. Their academic performance was assessed and compared using the overall scores achieved in the first and second term examinations in the 2005-2006 academic sessions, as well as the scores in individual subjects. The number of days absent from school was documented. While 26.5% and 12.9% of pupils with behavioral disorders had high and poor academic performance respectively, 38.6% and 9.1% of pupils without such disorders had high and poor performances respectively. Behavioral disorders are associated with poor academic performance in school children in the USA.

N C Niranjana (2012) a cross-sectional study was carried out among 572 people from six primary schools selected randomly from private and government schools in the USA. Peoples with a normal IQ were selected using a systematic sampling method. The Rutter behavioral scale for teachers (b2) was completed by their teachers, to determine the prevalence and pattern of behavioral problems among children living in the USA, a town in south-south Nigeria methods. According to the scale 132 pupils (23.1%) had scored within the range indicating behavioral problems. She finds out that there is a high prevalence of behavioral problems among primary school children in the USA.

Al Hamshad (2016), attention deficit hyperactivity disorder (ADHD) is one of the most common mental disorders that develop in children and becomes apparent in the preschool and early school years. The aim of the present study was to determine the prevalence of ADHD. A sample size of 1287 students aged 6-13 years in 67 government and 10 private primary schools were selected by multistage systematic random sampling. At Saudi Arabia. Data were collected using two types of questionnaires: the modified Arabic version of the Attention Deficit Disorders Evaluation Scale (ADDES) school version, and Parents' questionnaire to diagnose the three main subtypes of ADHD namely: inattention, hyperactivity-impulsivity, and combined ADHD. Most of the boys were from government schools (83.0%), were of age 6-<9 years (40.5%) and of Saudi nationality (80.7%). The overall prevalence of combined ADHD was 16.4%, with a prevalence of 12.4% of hyperactivity-impulsivity and 16.3% for inattention disorders respectively. The study also revealed a variety of family factors to be significantly associated with the development of ADHD. The prevalence of each subtype of ADHD was higher if the child was the 6th one in the family.

Woo BS, et, al (2015) conducted a study in Singapore on Emotional and behavioral problems in Singaporean children based on parent, teacher, and child reports. The Child Behavior Checklist (CBCL), Teacher Rating Form (TRF) and child report questionnaires for depression and anxiety were administered to a community sample of primary school children. 60 Parents of a sub-sample of 203 children underwent a structured clinical interview. The result was that the higher prevalence of emotional and behavioral problems was identified by CBCL (12.5 percent) than by TRF (2.5 percent). According to parent reports, higher rates of internalizing problems (12.2 percent) compared to externalizing problems (4.9 percent), were found. Correlations between child-reported depression and anxiety, and parent and teacher reports were low to moderate but were better for parent reports than for teacher reports.

J Atten Discord (2016) a cross-sectional descriptive study was conducted from March 2004 to February

2005. A total of 2,000 primary school students, ages 6 to 12, are selected, and 1,541 students (77.1%) give consent to participate in this study. The aim of this study is to identify attention deficit hyperactivity disorders among primary school children in the State of Qatar. An Arabic questionnaire is used to collect the socio-demographic variables and a standardized Arabic version of the Conners' Classroom Rating Scale for ADHD symptoms of the students surveyed, 51.7% are males and 48.3% females. The data reveal that 112 boys (14.1%) and 33 girls (4.4%) scored above the cutoff for ADHD symptoms, thus giving an overall prevalence of 9.4%. The study reveals that ADHD is found to be a common problem among school children in Qatar.

PP Panda (2016) a cross-sectional observational study was carried out in primary school children of the slum-dwelling area of Kathmandu Valley which included 454 students. The aim of the study was to find out morbidity in habit disorders in the age group of 6-10 years, so that early detection will be helpful to correct them to prevent it from further personality maladjustment. There was no statistical difference in gender wise habit disorders. The morbidity is due to multiple factors of physico-social environment. However, the severity of disease is not more here in this area.

Gupta, Indira, et al. (2015) the present study was conducted on 957 schoolchildren aged 9-11 years from an urban area of Ludhiana, India to assess the prevalence of behavioral problems. The study was conducted in two stages. In the first stage, a screening instrument Rutter, B, Scale was used to detect common emotional, conduct and behavioral problems in children. Based on the screening instrument results and parents' interviews, 45.6% of the children were estimated to have behavioral problems, of which 36.5% had significant problems. Conduct disorders (5.4%), Hyperkinetic syndrome (12.9%), scholastic underachievement (17%), and enuresis (20.3%) were detected to be the main behavioral problems in children. Close co-operation between schoolteachers, parents, and healthcare providers is suggested to ensure the healthy development of children.

Bose, V.S. (1999) study was to examine the nature of behavioral problems manifested by children at each class level. 837 children (410 girls and 427 boys) between the age of 6-11 years from Classes I - V studying in an English medium school were the subjects of the study. A behavioral problem checklist including Attention, Disciplinary, Academic and Emotional problems, etc. was developed for use by teachers in a classroom setting. The average occurrence of each problem was calculated by dividing the frequency of occurrence by the sample size. Results revealed that the most prevalent types of problems that were faced by teachers at the primary school level were those related to attention, study, discipline and emotional problems.

Shanta, K. (1999) the study examined behavioral problems and disciplining among children with scholastic skills difficulties (SSD) as compared to a group of normal controls. The sample consisted of 20 children between 5-8 years of age in each group. Data were obtained regarding the child's personal, family, and social background. The maternal report was obtained on the Child Behavior Checklist. Results revealed a higher prevalence of behavioral problems in children with SSD. These problems were externalizing and internalizing types of dysfunctions, namely attention seeking behavior, hyperactivity, impulsivity, and oppositional behavior and conduct problems in the first domain of dysfunction, and depression and anxiety in the second domain of dysfunction. The study group also had a higher prevalence of learning and miscellaneous behavioral problems.

SECTION- B: REVIEW RELATED TO THE SCHOOLTEACHER'S KNOWLEDGE REGARDING BEHAVIORAL PROBLEMS

Lindsay G, et.al, (2017) conducted a study in the UK on Longitudinal patterns of behavioral problems in children with specific speech and language difficulties. A sample of children with SSLD was assessed for BESD at ages 8, 10 and 12 years by both teachers and parents. Language abilities were assessed at 8 and 10 years. Results showed: High levels of BESD (Behavioral, emotional, and social difficulties) were found at all three ages, but with different patterns of trajectories for parents' and teachers' ratings. Language ability predicted teacher- but not parent-rated BESD. So study result that there is a need of education for care of children with behavioral problems.

Vickie E. Snider (2003) this study was designed to assess general and special education teachers' knowledge, opinions, and experience related to the diagnosis of attention- deficit/hyperactivity disorder (ADHD) and its treatment with stimulant medication. A random sample of 200 general educators and 200 special educators from Wisconsin were surveyed. Results revealed that teachers had limited knowledge about ADHD and the use of psychostimulant medication. Teachers' opinions about the effect of stimulant medication on school-related behavioral were generally positive, although special education teachers were more positive than general educators. The survey confirmed previous research indicating that teachers were the school personnel who most frequently recommended an assessment for ADHD. The results are discussed in terms of their educational significance and implications for teacher preparation and continuing education.

Parthasarathy R (1994) conducted a study on schoolteacher's knowledge, attitudes, and practices on childhood developmental and behavioral disorders in Singapore. 503 preschool teachers are evaluated, most aged 30-44 years with experience of 6 years. As a result, a pass rate in knowledge achieved in 50% with overall median total scores of 50. Autistic spectrum disorder, 6% attention deficit, 68% and hyperactive disorder, 32%, at last, they concluded that this study demonstrated an educational deficit in childhood developmental and behavioral disorder among our - school teachers.

SECTION– C: REVIEW RELATED TO STRUCTURED TEACHING PROGRAM REGARDING BEHAVIORAL PROBLEMS.

Deelip Nativar (2013) conducted a study to assess the knowledge of primary school teachers regarding behavioral problems and their prevention among children in Bangalore. The self-administered structured questionnaire was prepared and administered to 50 primary school teachers between 1-7th standard based on purposive sampling technique. The outcome of this study was shown that the teachers are getting the adequate knowledge regarding behavioral problems.

Priyesh Bhanwar (2015) described that the planned teaching is effective in increasing the knowledge regarding behavioral problems. The study was conducted in selected schools in Pune city. The samples were teachers, both male and the female sample size was 60. non convenient purposive sampling technique was used. The results where teachers are getting the adequate knowledge regarding behavioral problems.,

Walter SG (2017) conducted a study on reducing behavioral problems in early care and education program among 144 schoolteachers in the Tolland Pre School showed that 76% of the teachers improved their ability to identify children in need of mental health referral, and 88% reported that the education program reduces the likelihood suspensions and expulsion. **Syed, et.al, (2016)** conducted a community study based on developing program to train sensitize and mobilize the parents to manage a child's psychological emotional and behavioral problems. A total of 675 parents participated in that study and

he found that the training programme was effective for reducing behavioral problems.

Child Psychiatry wards of Central Institute of Psychiatry (2004) a clinical study was conducted to assess the effectiveness of the planned teaching programme for the caretakers of children admitted with minor mental health disorders in the Child Psychiatry wards of Central Institute of Psychiatry, Ranchi. A total of 80 samples were selected by convenient sampling technique. The outcome of the study proved a marked increase in the knowledge level of the caretakers after the intervention.

METHODOLOGY

This chapter deals with the methodology adopted for assessing the knowledge of schoolteachers regarding behavioural disorders in school children. It includes the description of research approach, research design, setting of the study, sample and sampling technique, development of data collection tool, development of structured teaching programme, procedure for data collection and the plan for data analysis.

RESEARCH APPROACH:

Research approach used in the study was evaluative approach.

RESEARCH DESIGN:

The research design adopted for the present study is pre-experimental design. One group pre-test and post-test design. The design chosen for the study is presented in the figure as

GROUP:	Pre-test	Intervention	Post-test
Primary School Teachers	O ₁	X	O ₂

Key: O₁ – Assessment of level of knowledge (pre-test)

X – Structured teaching programme on behavioural disorder (intervention)

O₂ – Assessment of level of knowledge (post-test)

SETTING:

Setting is a physical location in which data collection takes place based on the geographical proximity, feasibility of conducting the study, economy of time and money, and availability of the samples, the present study was conducted in schools.

VARIABLES:

INDEPENDENT VARIABLE:

In this study the independent variable is the Structured teaching programme regarding behavioural Problems in children.

DEPENDENT VARIABLE:

In this study the dependent variable is the knowledge level of schoolteachers regarding behavioural problems in children.

EXTRANEIOUS VARIABLES:

It consists of Demographic variables includes Age, Gender, Religion, Type of family, educational status, Source of information, Exposure to training, and Parent teachers' meetings.

POPULATION:

The population referred to as the target population, which represents the entire group or all elements like individuals or objects to meet certain criteria for inclusion in the study. The target population of the present study comprised of primary schoolteachers who are working at selected schools, Kanyakumari District.

SAMPLE:

Sample is a subset of a population selected to participate in the study. The sample consists of 60 pre-primary schoolteachers.

SAMPLE SIZE:

The sample size consists of 60 pre-primary schoolteachers who fulfilled the inclusion criteria during the period of this study.

SAMPLING TECHNIQUE:

Sampling defines the process of selecting a group of people or other elements with which to conduct a study. In the present study, non-probability convenient sampling technique was adopted to select the samples based on the inclusion criteria.

SAMPLING CRITERIA**Inclusion Criteria:**

The schoolteachers who are.

- working in primary section.
- willing to participate in the study.
- available during the time of data collection.

Exclusion Criteria:

The schoolteachers who

- are not interested to be a part of study.
- are working in high school.

SELECTION AND DEVELOPMENT OF TOOL:

Based on the objectives of the study, a self-administered questionnaire was prepared to assess the knowledge of the primary school teachers regarding Behavioural problems in children. The main strengths behind developing the tool were, related review of literature, based on the opinions and suggestion of experts, discussions with colleagues and personal experience in clinical settings, books, journals, internet etc. All of them provided relevant data necessary to construct the tool on behavioural problems in children.

DISCRIPTION OF THE TOOL USED IN THE STUDY:

The self-administered questionnaire consists of two parts;

Part 1: Consist of socio demographic variables consist of 8 items.

Part 2: Consist of structured knowledge questionnaire consist of 30 items.

TESTING OF INSTRUMENT:**Content validity:**

Content validity of the tool obtained based on opinion from different experts, in the field of paediatric medicine, paediatric nursing, and other nursing departments. Necessary changes were made in the structured knowledge questionnaire and then the tool was finalized.

Reliability:

Reliability of the research instrument is defined as the extent to which the instrument yields the result on repeated measures. It is concerned with consistency, accuracy, precision, stability, aquiline, and homogeneity. The reliability of the tool was established by using split-half method and the tool was found to be reliable.

PILOT STUDY:

Pilot study is a small-scale version or trial run of major study. The purpose of the pilot study is to obtain information regarding accessibility and feasibility of the study.

The pilot study was conducted to assess the feasibility and reliability of the tool. Six teachers were randomly selected from selected school, Kanyakumari district and the pre-test is administered using structured questionnaire on knowledge regarding dyslexia and its management. Then the Structured teaching programme is given on the same day. After 7 days, the post test was conducted by using the same questionnaire to evaluate the effectiveness of Structured teaching programme. The subjects selected for the pilot study were not included in the main study.

PROCEDURE FOR DATA COLLECTION:

Formal administration permission was obtained from the principal of selected school, prior to data collection. Subjects were selected by non-probability convenience sampling technique. The investigator explained the purpose of the study to the respondents, then obtained consent and planned the time schedule for collecting the data.

To assess the knowledge of primary school teacher's pre-test was conducted with the help of structured knowledge questionnaire. The Structured teaching programme was administered on the same day after the pre-test. After 7 days, post-test was conducted using same structured knowledge questionnaire to evaluate the effectiveness of structured teaching programme. Confidentiality and autonomy were maintained throughout the study.

PLANS FOR DATA ANALYSIS:

In the present study, data obtained were analysed based on the objectives of the study using descriptive and inferential statistics. A master data sheet was prepared with responses given by subjects. Descriptive statistics such as mean, mean percentage, Standard deviation, and inferential statistics such as paired' test and chi square tests were used to analyse and interpret the data.

SL.NO	STATISTICAL ANALYSIS		DESCRIPTION
	DATA ANALYSIS	METHOD	
1	Descriptive statistics	-Frequency	Distribution of primary school teachers according to the demographic variables to assess the

		- percentage distribution, mean and standard deviation	knowledge level of primary school teachers.
2	Inferential statistics	Paired 't' test	Comparison of pre-test and post-test knowledge scores of primary school teachers.
		Chi square	Association of post-test knowledge scores of primary school teachers with their selected demographic variables

SCORE-INTERPRETATION

Each item has an option with only one correct response. The score of one (1) was allotted to each correct response and a score of zero (0) was given to wrong response. Thus, the total knowledge questionnaire has a minimum of score zero and a maximum of score 35 and it is used for the assessment of knowledge in pre and post-test.

FINAL SCORING

Knowledge questionnaire is sub divided under following aspects:

Level of Knowledge	Score
Inadequate knowledge	<40%
Moderate knowledge	41-80%
Adequate knowledge	>80%

ETHICAL CONSIDERATION:

- To clear the ethical consideration permission obtained from the ethical committee to conduct the present study.
- To collect the data needed for the study from the sample, the prior permission has taken from the higher authorities of selected schools, Kanyakumari District.
- Consent was obtained from the sample those who are willing to participate in the study.

RESULTS

Analysis is the process of categorizing, ordering, manipulating, and summarising the data to obtain answers to research questions. The purpose of analysis is to reduce data to indelible and interpretable from the relations of research problems can be studied and tested.

The chapter deal with the systematic presentation of the analysed data followed by the interpretation of the data. The collected information is organized, tabulated, analysed, and interpreted using descriptive and inferential statistics. Based on the objectives of the study, the finding was organised in the following sections.

OBJECTIVES:

- To assess the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary schoolteachers in experimental group.

- To find out the association between the pretest level of knowledge regarding behavioral problems of children among primary schoolteachers with their selected demographic variables.

Presentation of data

The analysed data has been organised and presented in the following sections.

Section 1: Dealt with socio demographic variables of the primary school teachers.

Section 2: Dealt with level of knowledge among primary school teachers regarding behavioural problems in school children.

Section 3: Dealt with effectiveness of structured teaching programme on knowledge regarding behavioural problems in school children.

Section 3: Dealt with association between post-test knowledge scores of the primary school teachers with selected socio demographic variables.

SECTION A

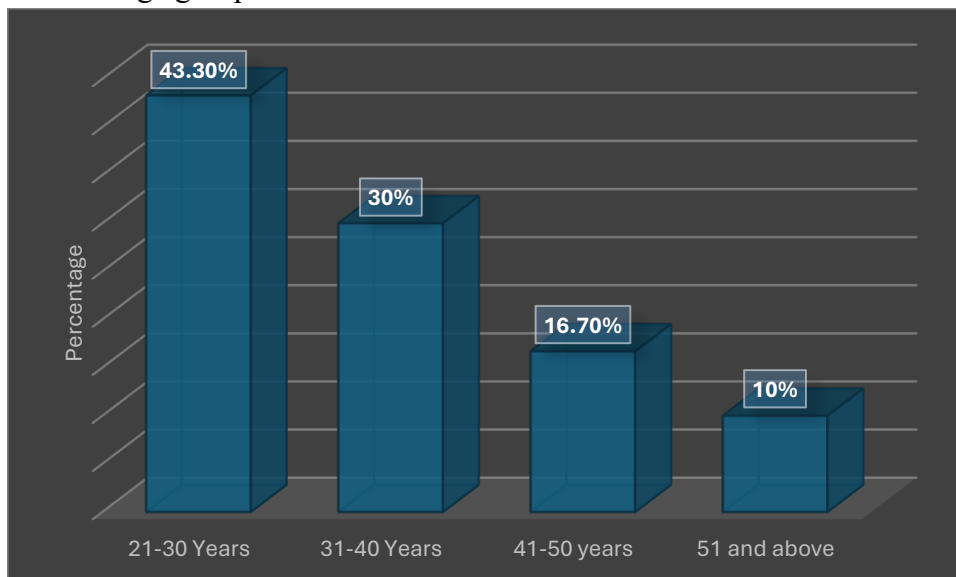
Sociodemographic variables of Primary School Teachers

Distribution of sample according to age

N=60

S.NO	Demographic Variables	Frequency(F)	Percentage%
1	Age in years		
	a) 21-30 years	26	43.3
	b) 31-40 years	18	30
	c) 41-50 years	10	16.7
	d) 51 and above	06	10

The above table shows the age of schoolteacher’s majority 26(43.3%) were in the age group of 21-30 years, 18(30%) were in the age group of 31-40 years and 10(16.7%) were in the age group of 41-50 years and 6(10%) were in the age group of 51 and above.



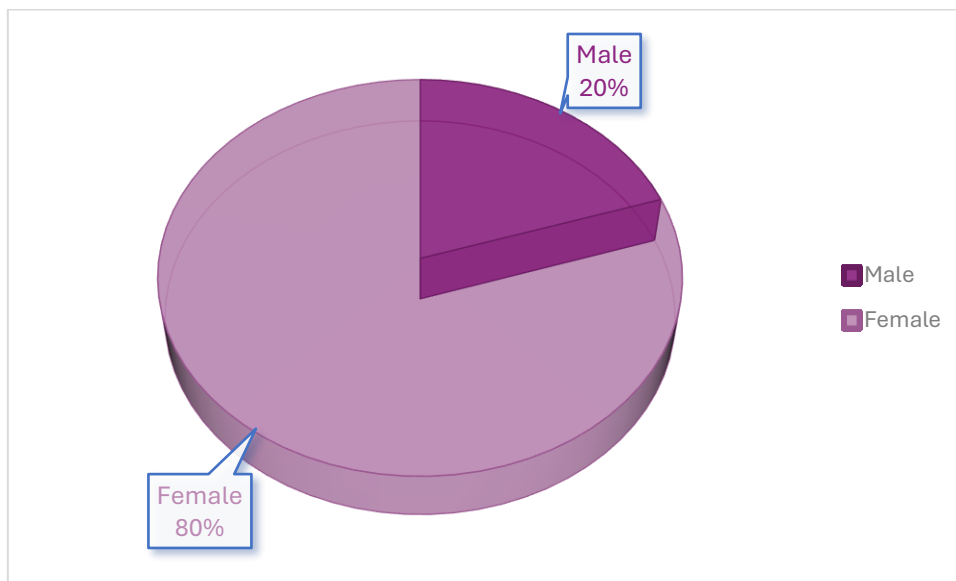
Bar diagram showing the distribution of sample according to age.

Distribution of sample according to gender

N= 60

S.NO	Demographic Variables	Frequency(F)	Percentage (%)
2	Gender		
	a) Male	12	20
	b) Female	48	80

The above table shows the gender of primary school teachers, majority 48 (80%) were females and 12(20%) were males.



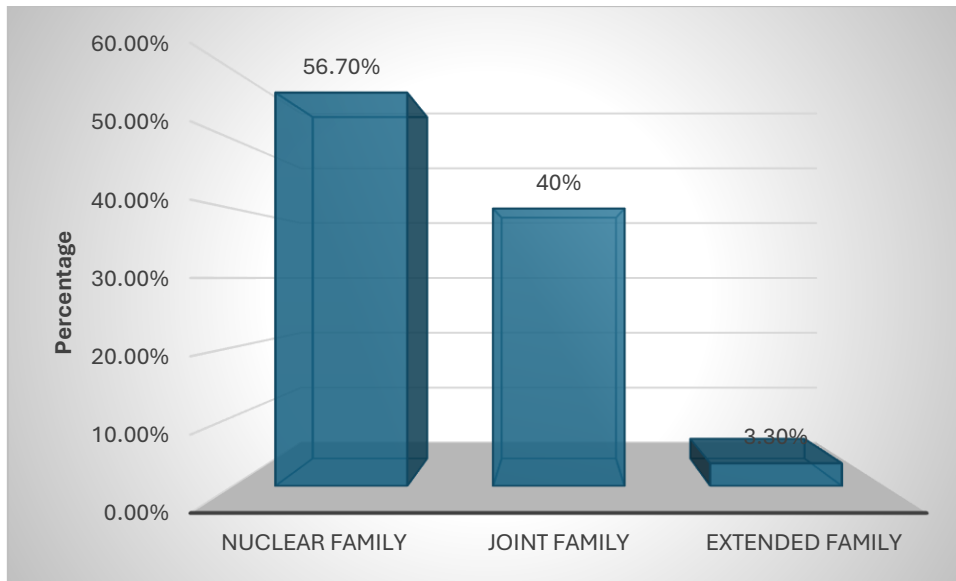
Pie diagram showing the distribution of sample according to gender.

Distribution of sample according to type of family.

N=60

S.NO	Demographic Variables	Frequency(F)	Percentage%
3	Type of family		
	a) Nuclear family	34	56.7
	b) Joint family	24	40
	c) Extended family	02	3.3

The above table shows the type of family of schoolteachers, majority 34 (56.7%) were from nuclear family, 24 (40%) were from the joint family and 2 (3.3%) were from extended family.



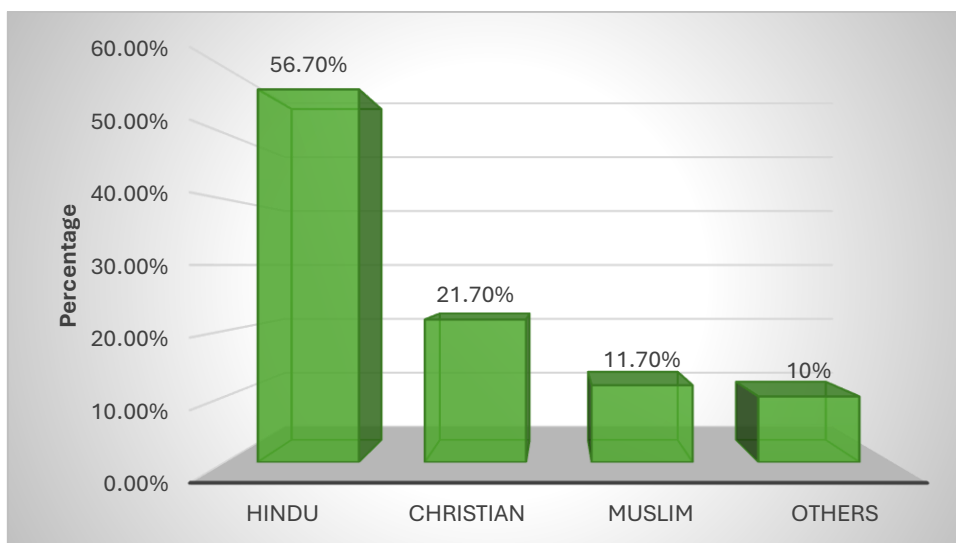
Bar diagram showing the distribution of sample according to type of family.

Distribution of Sample according to religion

N=60

S.NO	Demographic Variables	Frequency(F)	Percentage%
4	Religion		
	a) Hindu	34	56.7
	b) Christian	13	21.7
	c) Muslim	07	11.7
	d) Others	06	10

The above table shows the religion of primary school teachers, majority 34 (56.7) belongs to Hindu religion, 13 (21.7%) belong to Christian religion and 7(11.7%) belongs to Muslim religion and 6(10%) belongs to other religion.



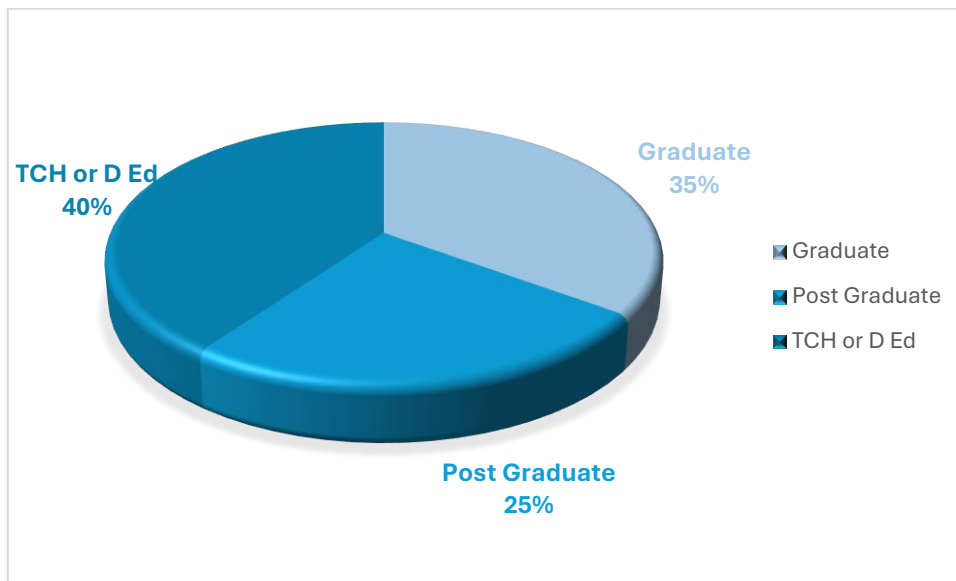
Bar diagram showing the distribution of the religion among schoolteachers.

Distribution of sample according to Educational Status.

N=60

S.NO	Demographic Variables	Frequency	Percentage%
5	Educational Status		
	a) Graduate	21	35
	b) Postgraduate.	15	25
	c) TCH OR D Ed	4	40

The above table shows the Educational Status of School Teachers, majority 24(40%) completed TCH or D Ed, 21 (35%) completed Graduation and 15(25%) completed Post graduation.



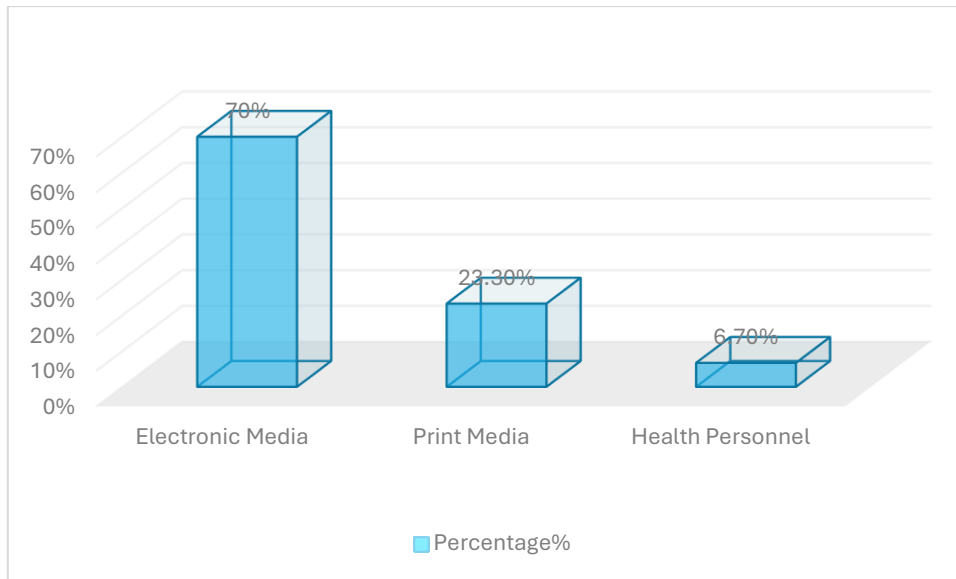
Pie diagram showing the distribution of Educational Status among schoolteachers.

Distribution of sample according to source of information about behavioural problems in children.

N=60

S.NO	Demographic Variables	Frequency(F)	Percentage%
6	Source of information		
	a) Electronic media	42	70
	b) Print media.	14	23.3
	c) Health personnel	04	6.7

Regarding the source of information on behavioural problems in children majority 42(70%) received information from Electronic Media 14(23.3) received information from the print media and 4(6.7%) received information from the health personnel.



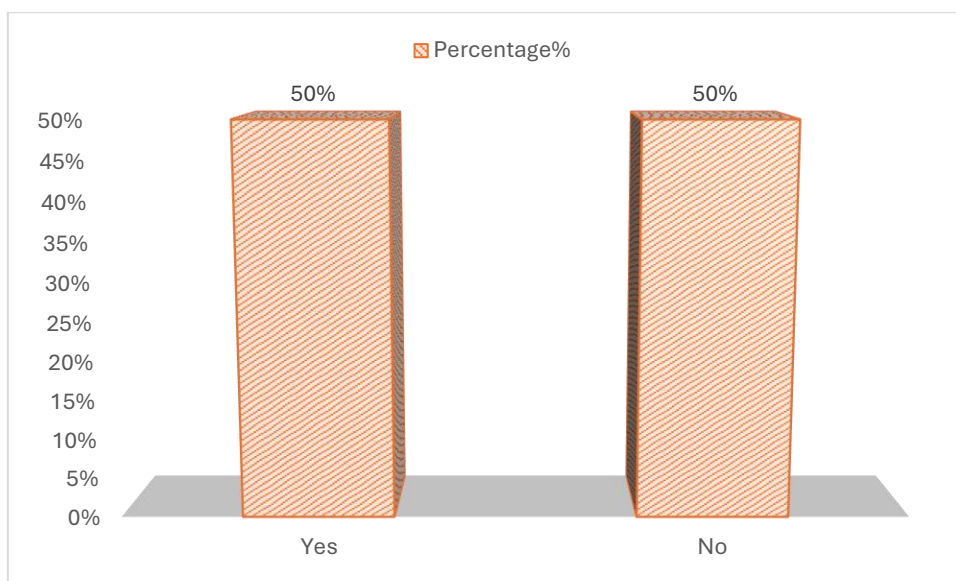
Bar diagram showing the distribution of sample according to source of information regarding behavioural problems.

Distribution of samples according to the teacher parent meetings

N=60

S.NO	Demographic Variables	Frequency(F)	Percentage%
7	Teachers' parents Meetings		
	a) Yes	30	50
	b) No	30	50

The above table shows the teacher parent meeting conducted among the schoolteachers, 30(50%) responded Yes and 30(50%) responded No



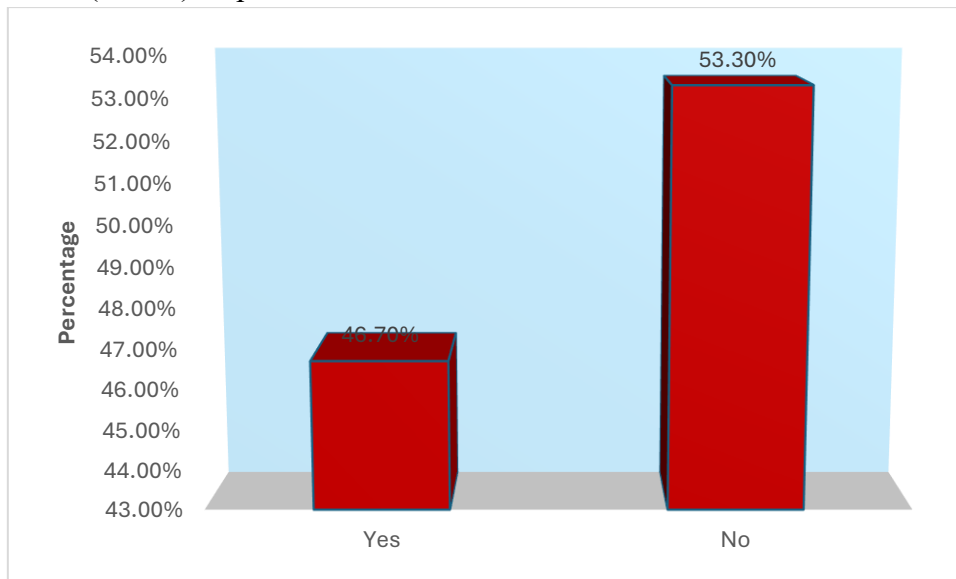
Bar Diagram showing the distribution of teacher parent meetings among schoolteachers.

Distribution of sample according to exposure to training programmes

N=60

S.NO	Demographic Variables	Frequency(F)	Percentage%
8	Exposure to training	28	46.7
	a) Yes	32	53.3
	b) No		

The above table shows the exposure to training programme of behavioural problems, majority 32(56.3%) responded No and 28(46.7%) responded Yes.



Bar diagram showing the distribution of exposure to training programme regarding identification of behavioural problems in children among schoolteachers.

SECTION – II

Aspects wise pre-test knowledge scores of schoolteachers regarding behavioural problems.

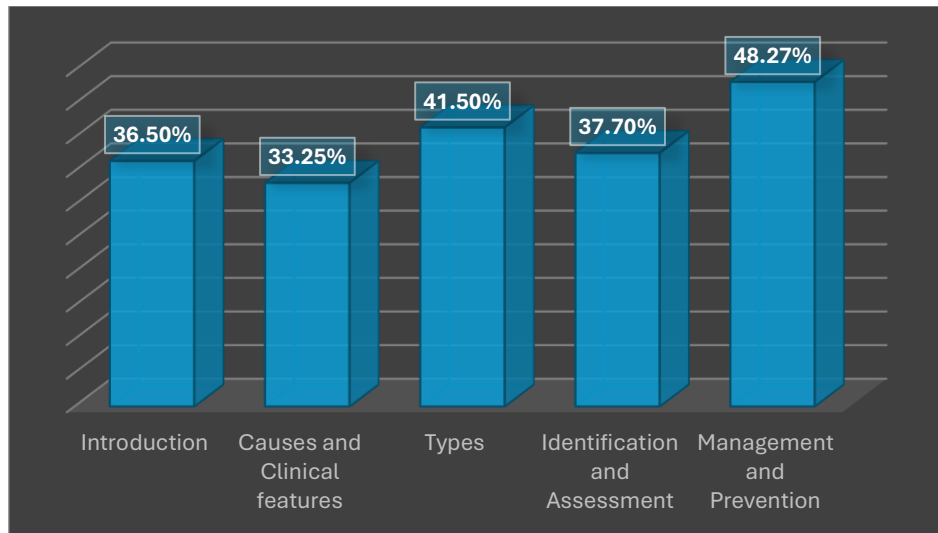
(N=60)

Knowledge	Maximum Score	Mean	Mean percentage%	SD
Introduction	4	1.46	36.5	0.42
Causes and Clinical features	4	1.33	33.25	0.67
Types	2	0.83	41.5	0.39
Identification and Assessment	9	3.4	37.7	1.58
Management and Prevention	11	5.31	48.27	1.41

Aspect wise pre-test knowledge score of schoolteachers regarding behavioural problems.

The above table shows aspect wise mean, mean percentage and standard deviation pf pre-test knowledge scores among primary schoolteachers regarding.

About introduction to behavioural problems 1.46 mean and 36.5% mean percentage found. In relation to causes and clinical features 1.33 mean and 33.25% mean percentage was identified. Related to types 1.68 mean and 84% mean percentage has found. About identification and assessment 3.4 mean and 37.7% mean percentage was identified. Related to management and prevention 5.31 mean 48.27% mean percentage has identified.



Bar diagram showing the aspect wise pre-test knowledge scores of schoolteachers regarding behavioural problems.

Level of knowledge in schoolteachers regarding behavioural problems (N=60)

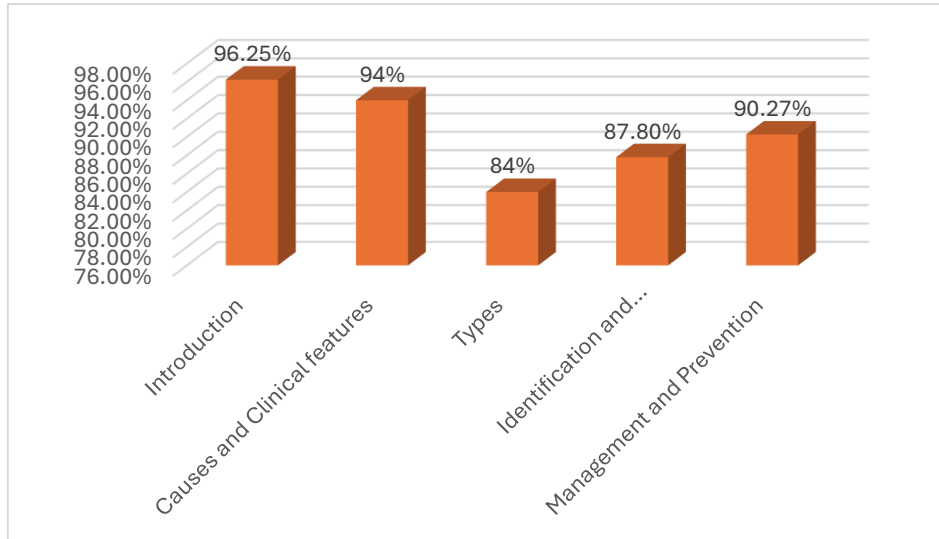
Knowledge	Maximum Score	Score range	Mean	Mean percentage%	SD
Introduction	4	0 - 4	3.85	96.25	0.28
Causes and Clinical features	4	0 - 4	3.76	94	0.76
Types	2	0 - 2	1.68	84	0.43
Identification and Assessment	9	0 - 9	7.91	87.8	1,03
Management and Prevention	11	0 - 11	9.93	90.27	1.68

Table 11 Aspect wise post-test knowledge scores of primary schoolteachers regarding behavioural problems.

The above table shows aspect wise mean, mean percentage and standard deviation pf post-test knowledge scores among primary schoolteachers regarding.

About introduction to behavioural problems 3.85 mean and 96.25% mean percentage found. In relation to causes and clinical features 3.76 mean and 94% mean percentage was identified. Related to types 1.68 mean and 84% mean percentage has found. About identification and assessment 7.91 mean and 87.8%

mean percentage was identified. Related to management and prevention 9.93 mean 90.27% mean percentage has identified.



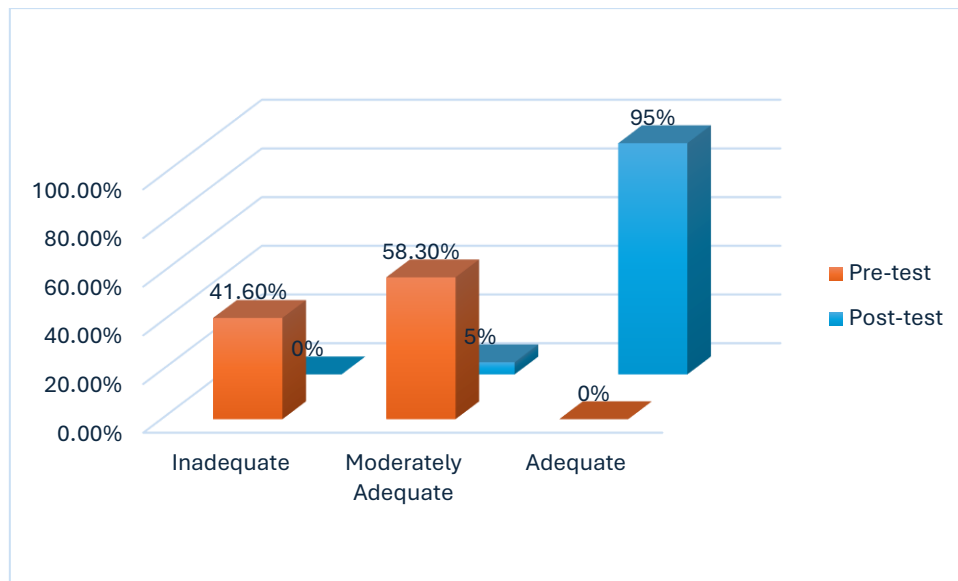
Bar diagram showing the aspect wise post-test knowledge scores of primary school teachers regarding behavioural problems.

Assessment of overall pre-test and post-test knowledge score regarding behavioural problems in children among primary schoolteachers.

(N=60)

Level of Knowledge	Pre-test		Post-test	
	Frequency	Percentage%	Frequency	Percentage%
Inadequate (<40)	25	41.6	0	0
Moderately Adequate (41-80)	35	58.3	3	5
Adequate (>80)	0	0	57	95

The table shows that the majority 35(58.3%) school teachers had moderately adequate knowledge 25(41.6%) had inadequate knowledge and none of them had adequate knowledge in pre-test and after the delivery of structured teaching programme on behavioural problems there is an increase in the level of knowledge among school teachers, in post-test majority 57(5%) had adequate knowledge 3(5%) had moderately adequate knowledge and none of them had inadequate knowledge.



Distribution of knowledge scores among primary school teachers in pre and post-test

SECTION III

Assess the effectiveness of structured teaching programme on behavioural problems in children among school teachers.

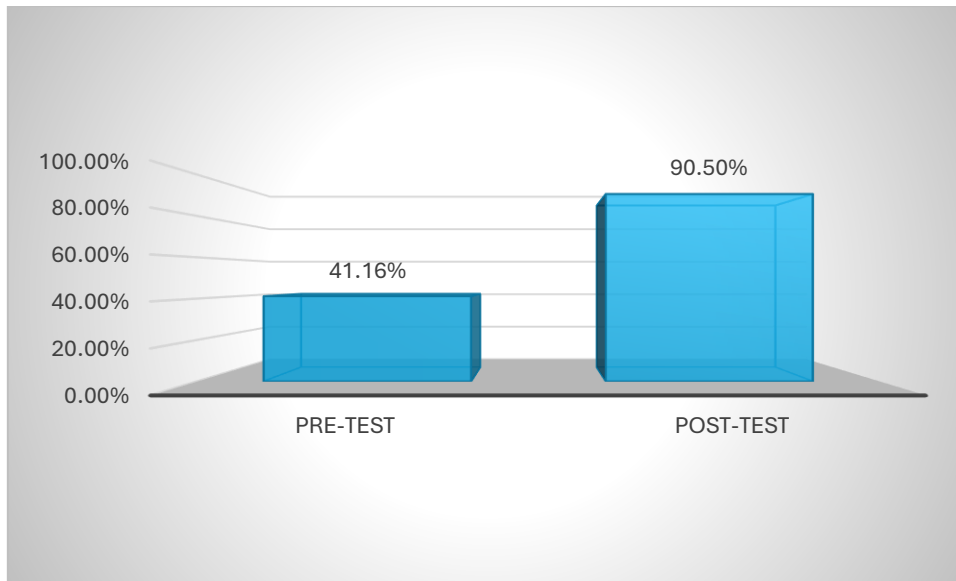
(N=60)

Knowledge	Mean	Mean%	Mean difference	S.D	df	Paired't' test value	Paired 't'table value	Significance
Pre-test	12.35	41.16	14.8	2.3	59	37.15	2.00	P<0.005
Post-test	27.15	90.5		2.1				

S* Significance $p < 0.05$**

paired 't' test value between pre-test and post-test knowledge scores among schoolteachers regarding behavioural problems.

The above table shows that pre-test knowledge mean was 12.35(41.16%) and 27.15(90.5%) in post-test with a mean difference 14.8, the calculated paired't' value at df (59) obtained was 37.15 at $p < 0.05$ level of significance. The calculated paired't' value is greater than the table value (2.00) at 0.05 level of significance. Therefore, H_1 structured teaching programme on behavioural problems in children among schoolteachers has shown effectiveness in the knowledge of school teachers was proved and accepted.



Bar diagram showing the distribution in the overall pre-test and post-test knowledge scores.

SECTION IV

Association between the post-test knowledge scores of primary schoolteachers with their selected demographic variables.

S N O	Demographic Variables	Category	Knowledge Level		Total	df	Chi square value	t-value	Significance
			Moderate	Adequate					
1	Age in years	21-30	2	24	26	3	10.2	3.18	p < 0.05 S***
		31-40	1	17	18				
		41-50	0	10	10				
		50 & above	0	6	6				
2	Gender	Male	0	12	12	1	0.78	12.7	p > 0.05 NS
		Female	3	45	48				
3	Family Type	Nuclear Family	0	38	38	2	6.3	4.3	p < 0.05 S***
		Joint Family	3	17	20				
		Extended Family	0	2	2				
4	Religion	Hindu	0	34	34	3	11.2	3.18	p < 0.05 S***
		Christian	1	12	13				
		Muslim	2	5	7				
		Others	0	6	6				

5	Educational Status	Graduate	3	18	21	2	5.86	4.3	p < 0.05 S***
		Post graduate	0	15	15				
		TCH or DEd	0	24	24				
6	Source Of Information	Electronic Media	2	40	42	2	0.35	4.3	p > 0.05 NS
		Print Media	1	13	14				
		Health Personnel	0	4	4				
7	Teachers Parents Meetings	Yes	1	29	30	1	1.84	12.7	p > 0.05 NS
		No	2	28	30				
8	Exposure to Training	Yes	0	28	28	1	2.76	12.7	p > 0.05 NS
		No	3	29	32				

Table 16 association between the post-test knowledge scores of schoolteachers with their selected socio demographic variables.

The above table reveals that there is a significant association between post-test knowledge scores and selected demographic variables such as age, family type, religion and educational status as their obtained chi-square value is greater than the table 't' value at $p < 0.05$ level of significance.

There is no significant association between post-test scores and selected demographic variables such as gender, teacher's parents' meetings, and exposure to training, source of information regarding behavioural problems. Their obtained chi square value is lesser than the table 't' value at $p > 0.05$ level of significance. Therefore, H_2 there is a significant association between post-test knowledge scores of schoolteachers with their selected demographic variables was proved and accepted.

DISCUSSION

The discussion section is devoted to the thoughtful insightful analysis of the finding, leading to a discussion of their clinical and theoretical utility. The present study was designed to "assess the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary school teachers in selected schools at Kanyakumari district".

OBJECTIVES

- To assess the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary schoolteachers in experimental group.
- To find out the association between the pretest level of knowledge regarding behavioral problems of children among primary schoolteachers with their selected demographic variables.

In this study an evaluative research approach was used. The research design selected for the study was pre-experimental one group pre-test and post-test design. The independent variable was structured teaching programme and dependent variable was knowledge of primary school teachers on behavioural problems. The sample of this study comprised of 60 schoolteachers from selected schools at Kanyakumari

District. Nonprobability convenient sampling technique was used to draw the sample for the study. The obtained data was analysed in terms of using descriptive and inferential statistics.

The findings have been organised and discussed under the following sections:

Section 1: Demographic variables of schoolteachers.

Section 2: Level of knowledge of schoolteachers regarding behavioural problems in children.

Section 3: Association between post-test knowledge scores and selected demographic variables of schoolteachers.

Section 1: Demographic variables of samples:

The distribution of samples according to the demographic variable revealed that

- The age of primary school teacher's majority 26(43.3%) were in the age group of 21-30 years, 18(30%) were in the age group of 31-40 years and 10(16.7%) were in the age group of 41-50 years and 6(10%) were in the age group of 51 and above.
- Regarding the gender of primary school teachers, majority 48 (80%) were females and 12(20%) were males.
- Regarding the type of family of primary school teachers, majority 34 (56.7%) were from nuclear family, 24 (40%) were from the joint family and 2 (3.3%) were from extended family.
- Regarding the religion of primary school teachers, majority 34 (56.7) belongs to Hindu religion, 13 (21.7%) belong to Christian religion and 7(11.7%) belongs to Muslim religion and 6(10%) belongs to other religion.
- Regarding the Educational Status of School Teachers, majority 24(40%) completed TCH or D Ed, 21 (35%) completed Graduation and 15(25%) completed Post graduation.
- Regarding the source of information on behavioural problems in children 42(70%) majority received information from Electronic Media and 14(23.3) received information from the print media and 4(6.7%) received information from the health personnel.
- Regarding the teacher parent meeting conducted among the primary school teachers, 30(50%) responded Yes and 30(50%) responded No.
- Regarding the exposure to training programme of behavioural problems, majority 32(56.3%) responded No and 28(46.7%) responded Yes.

Section 2: Knowledge of primary school teachers regarding behavioural problems:

It reveals that the majority 35(58.3%) school teachers had moderately adequate knowledge 25(41.6%) had inadequate knowledge and none of them had adequate knowledge in pre-test and after the delivery of structured teaching programme on behavioural problems there is an increase in the level of knowledge among school teachers, in post-test majority 57(5%) had adequate knowledge 3(5%) had moderate knowledge and none of them had inadequate knowledge.

Section 3: Association between post-test level of knowledge scores and selected demographic variables of primary school teachers:

The study shows that there is a significant association between post-test level of knowledge regarding behavioural problems among schoolteachers with their selected demographic variables such as age (3.18*), family type (4.30*), religion (3.18*), educational status (4.30*). However, it is found there is no significant association between post-test level of knowledge regarding behavioural problems among schoolteachers with their selected demographic variables such as source of information (4.30), gender (12.71), teacher's parents meeting (12.71), and exposure to training (12.71) at 0.05 level of significance.

Therefore, the present study is supported with study “**A study to assess the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary school teachers in selected schools at Kanyakumari district**”.

The samples selected for this study are teachers working in selected primary schools of Kanyakumari District. The sample of this study consists of 60 schoolteachers who teach children aged 6-12 years. In the present study, non-probability purposive sampling technique is used. Findings related to the effectiveness of structured teaching programme regarding learning disability had the total difference in the mean of overall pre- test and post- test knowledge score was 19.38 and 39.53 respectively with the obtained ‘t’ value of 25.779 was found to be highly significant at the level of $p < 0.001$. It means there is significant difference between pre- test and post- test level of knowledge of schoolteachers regarding behavioural disorders. Findings revealed that there was a statistically significant association between the knowledge scores of schoolteachers with selected socio- demographic variables in pre- test in areas like educational status, number of children at the level of $p < 0.05$. And not significant association at the level of $p > 0.05$. Hence, as a whole, the research hypothesis stated that there will be significant association between the knowledge scores of schoolteachers regarding behavioural disorders with selected demographic variables was accepted.

CONCLUSION

The chapter deals with conclusion, implications, and recommendations and limitations drawn for the study, “**A study to assess the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary school teachers in selected schools at Kanyakumari district**”.

The present study evaluated the effectiveness of structured teaching program on knowledge regarding among primary school teachers and following conclusions was drawn based on findings of the study. The finding shows that in pre-test, 58.3% of samples had moderately adequate knowledge, 41.6% of samples had inadequate knowledge and none of them had adequate knowledge regarding behavioural problems. In post-test 95% of samples had adequate knowledge, 5% of samples had moderately adequate knowledge, and none of them have inadequate knowledge. It shows that there is significant improvement in knowledge after the structured teaching program with a mean difference 14.8. The paired ‘t’ test value obtained was 37.15 at the level of $p < 0.05$ significance.

NURSING IMPLICATIONS

The result of the study has scope in Nursing practice, Nursing administration, Nursing education and Nursing research.

NURSING PRACTICE

The nursing personnel should be prepared as stake holder to take leadership role in all levels of prevention, promotion, and treatment. Nurse’s active participation in school health programmes by providing direct and indirect care helps to achieve these goals of health services. Teachers’ deficit in knowledge regarding behavioural problems indicate the need for arranging education sections in related topics.

NURSING ADMINISTRATION

The major responsibility of nurse administrators in nursing service department is to plan and implement

health awareness and education programmes regarding behavioural problems in children among schoolteachers.

NURSING EDUCATION

Nursing curriculum is a measure for motivating the students to hunt for knowledge equips nurses with essential knowledge, skill for prevention, promotion, early detection and management of illness. Developmental childhood disorders are important in paediatrics, psychiatry and community health nursing. School health services play an important part in the care of such children. Students should be given necessary theoretical and practical knowledge on school health programmes and how to utilize other professionals like teachers in health care. Curriculum should give additional in developing communication skill of the student nurses for the better utilization of available resources.

NURSING RESEARCH

Researcher found scarcity in literature and research done on behavioural problems in nursing. So the investigator recommends conducting periodic research on childhood disorders and role of nurses.

SUGGESSTIONS FOR FURTHER STUDY

- A similar study can be undertaken on a larger scale for making a more valid generalisation.
- A comparative study can be arranged among teachers in urban and rural schools.
- A study can be done to analyse the practice of teachers towards children with behavioural disorders.
- A follow up study can be conducted to evaluate the effectiveness of the learning module.
- A similar study can be arranged for parents of school children.

RECOMMENDATIONS

- Periodic revision of the teachers training programmes are recommended for the inclusion of more practical knowledge regarding behavioural problems in children.
- Periodic assessment of teacher's knowledge regarding health related problems to be conducted.
- A study can be carried out to evaluate the efficiency of various teaching strategies like pamphlets, learning module, leaflets and computer assisted instruction on behavioural problems.
- A study can be conducted among primary school teachers on other mental health problems like conduct disorders, attention deficit hyperactive disorders (ADHD) and emotional disorder.
- A concentrated study should be made to increase the awareness among the primary school teachers regarding their role in school mental health services.
- Arrange an orientation programme for teachers in various special schools.

PROJECTED OUTCOMES

The present study shows that through teachers possessed lacking knowledge, skill and practice in managing such children. Based on the assessment the researchers prepared a learning module which explains the meaning, types, and causes, management and prevention of behavioural problems and identification of a children with behavioural problems. This can be useful to all those who are handling children.

SUMMARY

The main aim of the study was to assess the knowledge of primary school teachers regarding behavioural disorders in children. It also aimed finding out the association between knowledge scores of primary school teachers with selected socio-demographic variables. The main study was conducted in three selected schools in Kanyakumari District.

The review of related literature enabled the researcher to develop the conceptual Framework, self-administered knowledge questionnaire, determine the methodology for the study, plan, or the analysis of the data and for the development of information booklet in most efficient and effective way.

The research design adopted for the study was pre-experimental design. The instrument developed and used for the present study is self-administered questionnaire, consist of 2 sections.

Section 1 demographic variables consist of 08 items.

Section 2 structured knowledge questionnaire consist of 30 items.

Non-probability convenient sampling technique was used to draw the sample for the study. A conceptual framework is an analogous to frame of a house. Just as the foundation supports a house, a theoretical framework provides a rational for predictions about the relationship among variables of a research study. A conceptual framework used in the study is based on modified Ludwig Von Bertalanffy general system theory.

The tool developed and used for data collection was self-administered questionnaire. The tool validated by experts from different medical and nursing departments and it's was found to be reliable and feasible. Pilot study was conducted as apart of major study and the tool prove to be comprehensive, feasible and acceptable. Data collection procedure began after obtaining permission from schools and consent from teachers. The investigator personally explained the need and assured the confidentiality of their responses. The data gathered was analysed and interpreted according to objectives. Descriptive statistics were mean and standard deviation and inferential statistics include paired 't' test, Chi square (X^2) test to test hypothesis at different level of significance and data obtained are presented in graphical form.

Finding related to demographic variables:

- In relation to age of primary school teacher's majority 26(43.3%) were in the age group of 21-30 years.
- With regard to the gender of schoolteachers, majority 48 (80%) were females.
- Regarding the type of family of schoolteachers, majority 34 (56.7%) were from nuclear family.
- In relation to the religion of schoolteachers, majority 34 (56.7) belongs to Hindu religion.
- Regarding the Educational Status of School Teachers, majority 24(40%) completed TCH or D Ed.
- Regarding the source of information on behavioural disorders in children 42(70%) majority received information from Electronic Media.
- Regarding the teacher parent meeting conducted among the schoolteachers, 30(50%) responded Yes and 30(50%) responded No respectively.
- Among 60 schoolteachers majority 32(56.3%) responded no to the exposure to training programme on behavioural disorders.

Findings related to knowledge scores of primary school teachers:

It reveals that the majority 35(58.3%) school teachers had moderately adequate knowledge 25(41.6%) had inadequate knowledge and none of them had adequate knowledge in pre-test and after the delivery of structured teaching programme on behavioural disorders there is an increase in the level of knowledge

among school teachers, in post-test majority 57(5%) had adequate knowledge 3(5%) had moderate knowledge and none of them had inadequate knowledge.

Findings related to Association between post-test knowledge scores and selected demographic variables:

The study shows that there is a significant association between post-test level of knowledge scores regarding behavioural disorders among primary school teachers with their selected demographic variables such as age (3.18*), family type (4.30*), religion (3.18*), educational status (4.30*) as their obtained chi square value is greater than tabulated t value. However, it is found there is no significant association between post-test knowledge score regarding behavioural disorders among primary school teachers with their selected demographic variables such as source of information (4.30), gender (12.71), teacher's parents meeting (12.71), and exposure to training (12.71) as their obtained chisquare value is lesser than the tabulated t value.

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