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### **A study to evaluate the effectiveness of a information booklet on knowledge regarding behavioural problems of school children among primary school teachers at selected primary school of Belagavi**

**Mallappa Arabhavi and Ravi Ajur**

#### **Abstract**

Behavior problems in a student at school interfere with his lessons and may disturb other students. In spite of teacher's best effort, not all children rise up to the expectations. Behavioral problems are a major challenge for teachers. This study was undertaken with the aim of looking into the awareness of teachers into the existence of psychological problems in their students and to find out the type of problem present in the student.

**Keywords:** Booklet on knowledge, behavioural problems

#### **Introduction**

School age is the period between 6-12 years. 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. Children's individual needs and preferences should be respected. Children who is productive and engaged in the school experience, whether academic or vocational, is not likely to become at - risk student <sup>[1]</sup>.

All young children can be naughty, defiant and impulsive from time to time, which is perfectly normal. However, some children have extremely difficult and challenging behaviours that are outside the norm for their age <sup>[2]</sup>. The behavior of some children and adolescent are hard to change. Children do not always display their reactions to events immediately although they may emerge later. Children who suffer from behavior disorders are at a higher risk for school failure, suicide, and mental health problems <sup>[3]</sup>.

A behavioral problem is a departure from normal (acceptable) behavior beyond a point, to the extent behavioral problems can manifest themselves in many ways. There are interchangeable terms for behavior disorders- disruptive behavior disorder, conduct disorders, emotional disorders, and emotional disturbances.

Warning signs of behavior disorders include:

- Harming or threatening themselves, other people
- Damaging or destroying property
- Lying or stealing
- Not doing well in school, skipping school
- Early smoking, drinking or drug use
- Early sexual activity
- Frequent tantrums and arguments
- Consistent hostility towards authority figures <sup>[4]</sup>.

Children misbehave for a variety of different reasons. Children problems are often multi-factorial and the way in which they are expressed may be influenced by a range of factors including developmental stage, temperament, coping and adaptive abilities of the family, the nature and duration of illness <sup>[3]</sup>.

#### **Emotional Symptoms of Behavioral Disorders**

- Easily getting annoyed or nervous.
- Often appearing angry.
- Putting blame on others.

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- Refusing to follow rules or questioning authority.
- Arguing and throwing temper tantrums.
- Having difficulty in handling frustration.

The early detection and treatment of children with behavioral problems at an early age may reduce treatment costs and improve quality of life of those children. Effective way of reducing behavioral problems can be through behavioral plan developed by parents, teachers, children, administrators and school staff. Use positive interactive approaches that remove the need for inappropriate behavior. The components include, inform pupil what is expected, avoid threats, build self-confidence, use positive modeling and provide positive learning environment [5].

**Objectives of the study:**

1. To assess the knowledge of primary school teachers regarding Behavioural problems of school children in terms of pre-test knowledge scores.
2. To evaluate the effectiveness of information booklet on knowledge of primary school teachers regarding behavioural problems of school children by comparing pre-test and post-test knowledge scores.
3. To find the association between the pre-test knowledge scores of primary school teachers regarding behavioural problems of school children and selected demographic variables.

**Hypotheses**

**H<sub>1</sub>:** The mean post test knowledge scores of primary school teachers regarding behavioural problems of school children, who have undergone the information booklet, will be significantly higher than their mean pre-test knowledge scores.

**H<sub>2</sub>:** The levels of knowledge of primary school teachers regarding behavioural problems of school children will be significantly associated with their selected personal variables.

**Research Methodology**

Research methodology is a way of systematically solving the research problem. It is a science of studying how research is done scientifically. The methodology of research indicates the general pattern to gather valid and reliable data for the problem under investigation.

Research methods are the steps, procedures and strategies for gathering and analyzing the data in research

investigation. Research methodology refers to controlled investigations of the way of obtaining, organizing and analyzing the data.

This chapter deals with the type of research approach used, research design, setting of the study, population, sample and sampling techniques, criteria for selection of samples, development and description of tools, pilot study, data collection and plan for data analysis.

**Research approach**

The research approach indicates the procedure for conducting the study. It guides the researcher what to research, whom to analyze and interpret the results. It provides a picture of situation as it naturally happens [22].

In the present study, the investigator likes to evaluate the effectiveness of a information booklet on knowledge of primary school teachers regarding behavioural problems among school children, in selected school of Belagavi, Hence the research approach adopted for this study is an Evaluative research approach. This helps to explain the effect of independent variable on the dependent variable.

**Research Design**

The research design of the study gives out the basic strategies that the researcher adopts to develop accurate and interpretable evidence. It is the overall plan for how to obtain answers to the questions being studied and how to handle some of the difficulties encountered during the research process.

It provides a structure to our study and determines how the study will be organized, when the data will be collected and when the interventions are to be implemented.

The research design provides an overall blueprint to carry out the study. The research design used in this study is the Pre Experimental one group pre-test post- test design to evaluate the effectiveness of an information booklet on knowledge of primary school teachers regarding behavioural problems of children.

In this study, pretest and posttest were carried out for assessing the knowledge of primary school teachers regarding behavioural problems. Pretest was conducted first day on one group, followed by administration of structure knowledge questionnaire scale for 60 samples, Information booklet is distributed on same day and posttest was conducted on day eight.

Pre test (O <sub>1</sub> )	Nursing Intervention (X)	Post test (O <sub>2</sub> )
Structured knowledge questionnaire regarding behavioural problems of school children among primary school teachers	Information booklet on behavioural problems among primary school children	Structured knowledge questionnaire regarding behavioural problems of school children among primary school teachers

**Fig 2:** Schematic representation of Research Design.

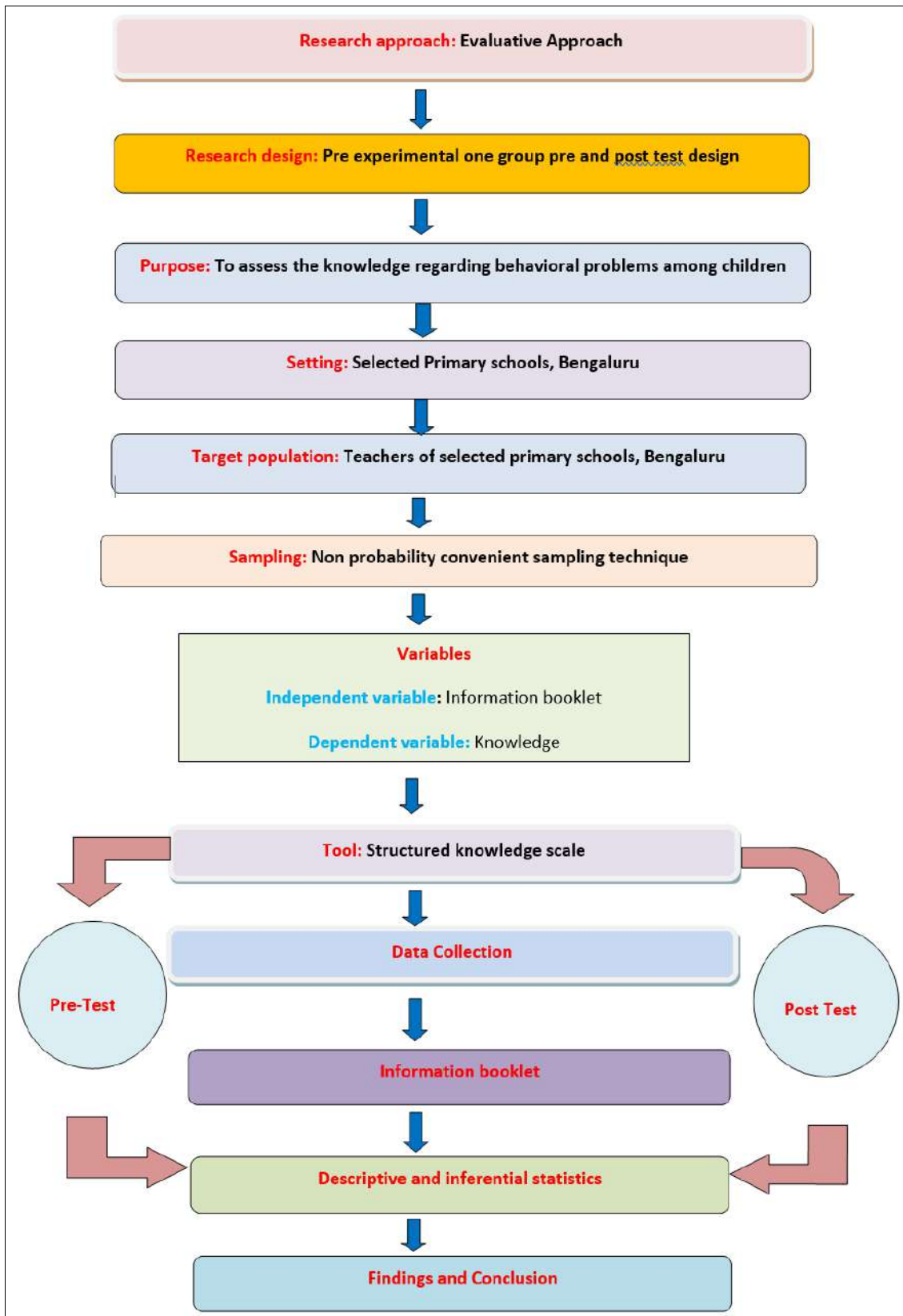


Fig 3: Schematic representation of research Methodology

Data collection procedure for main study began from 15.02.2022 to 15.03.2022, After obtaining permission from concerned authority of selected primary school, belagavi and consent from subjects the pre-test was conducted to 60 participants using structured knowledge scales; approximately 45 minutes were spent for collecting data. The investigator gathered participants in a comfortable room and conducted Pre-Test in selected primary School, Soon

after the test, the information booklet was administered. On 8th day post-test was given with the same structured knowledge scale and took about 45 minutes to complete the post-test. All the participants co-operated well with the investigator in both pre-test and post-test. The data collection process was terminated by thanking the subjects.

**Plan of data analysis**

The data obtained was analyzed in terms of achieving the objectives of the study using descriptive and inferential statistics.

**Statistical Analysis of Data****A) Descriptive Statistics**

- Frequency and percentage will be used to analyze personal data of participants
- Percentage distribution, mean, mean percentage and standard deviation will be used to assess the level of knowledge of participants.

**B) Inferential Statistics.**

- Paired t test is used to compare the pre-test and post-test knowledge scores.
- Chi-square test is used to determine the association between level of knowledge and selected personal variables.

This chapter on research methodology has thus described about the various activities carried out and planned by the research investigator during the course of his dissertation.

**Analysis and interpretation of Data**

This chapter deals with the data analysis and interpretation of the study to “A study to evaluate the effectiveness of a information booklet on knowledge of primary school teachers regarding behavioural problems of children, in selected primary school of Belagavi.” The data was collected on the basis of objectives and hypotheses formulated for the study.

**Objectives of the study**

1. To assess the knowledge of primary school teachers regarding Behavioural problems of school children in terms of pre-test knowledge scores.
2. To evaluate the effectiveness of information booklet on

knowledge of primary school teachers regarding behavioural problems of school children by comparing pre-test and post-test knowledge scores.

3. To find the association between the pre-test knowledge scores of primary school teachers regarding behavioural problems of school children and selected demographic variables.

**Hypotheses**

The following hypotheses are formulated for the study and will be tested at 0.05 level of significance.

**H<sub>1</sub>:** The mean post-test knowledge scores of primary school teachers regarding behavioural problems of school children, who have undergone the information booklet, will be significantly higher than their mean pre-test knowledge scores.

**H<sub>2</sub>:** The levels of knowledge of primary school teachers regarding behavioural problems of school children will be significantly associated with their selected personal variables.

**Organization of findings**

The analysis of the data is organized and presented under following sections;

**Section-I: Demographic profile.****Section-II**

- A. Distribution of pre test and post test knowledge scores of respondents.
- B. Distribution Respondent's Scores According To Their Level Of knowledge during pretest and post test
- C. Effectiveness of information booklet
- D. Association between knowledge scores with selected demographic variables.

**Section I: Socio - Demographic Profile**

**Table 1:** Frequency and percentage distribution of respondents according to socio demographic variables n= 60

SL No.	Demographic Variables	Frequency	Percentage
1.	<b>Age</b>		
	a. 20-30 years	11	18.3%
	b. 31-40 years	27	44.3%
	c. 41-60 years	13	21.3%
	d. >60 years	9	15%
2.	<b>Gender</b>		
	a. Male	39	65%
	b. Female	21	35%
3.	<b>Religion</b>		
	a. Hindu	30	60%
	b. Muslim	14	23.3%
	c. Christian	16	26.7%
	d. Others	00	00
4.	<b>Educational Status</b>		
	a. D.Ed	38	63.3%
	b. B.Ed	22	31.7%
5.	<b>Years of experience</b>		
	a. 0-5 years	16	26.7%
	b. 6-10 years	20	33.3%
	c. 11-15 years	10	16.7%
	d. 16 years and above	14	23.3%
6.	<b>Residential area</b>		

	a. Urban	41	68.3%
	b. Rural	19	31.7%
<b>Source of information</b>			
7.	a. Formal education	25	41.7%
	b. Books/journals	26	43.3%
	c. Mass media	8	13.3%
	d. Seminar/workshops	1	1.7%

Table 1: Depicts the frequency and percentage distribution of samples according to socio demographic variables of the participants

**Age:** The largest part of the samples, 27(44.3%) were in the age group of 31-40 years, 13 (21.3%) samples were in the age group of 41-60 years, 11 (18.3%) samples were in the age group of 20-30 years and remaining 9(15%) of them were from the age group of >60 years. (Fig: 3)

**Gender:** Majority of the samples were males i.e. 39(65%) and 21(35%) of the samples were females. (Fig:4)

**Religion:** Most of the samples, 30(60%) were from Hindu religion, 16(26.7%) were from Christian religion and remaining 14(23.3%) were belonged to Muslim religion. (Fig:5)

**Educational status:** Maximum numbers of the samples 38(63.3%) had D.Ed education and remaining 22 (31.7%) of

samples had B.Ed education. (Fig: 6)

**Years of experience:** Most of the samples i.e. 20(33.3%) were had 6-10 years of experience, 16(26.7%) were had 0-5 years of experience, 14(23.3%) of samples were had 16 years and above experience and remaining 10(16.7%) were had 11-15 years of experience. (Fig: 7)

**Place of residence:** The greatest samples, 41(68.3%) were from urban area and remaining 19(31.7%) were from rural residential area. (Fig: 8)

**Sources of information:** Majority of the samples 26(43.3%) were getting the information regarding learning disabilities in school children from books / journals, 25(41.7%) samples were getting the information through formal education, 8(13.3%) and 1 (1.7%) samples were getting the information through mass media and seminar/workshop respectively. (Fig: 9)

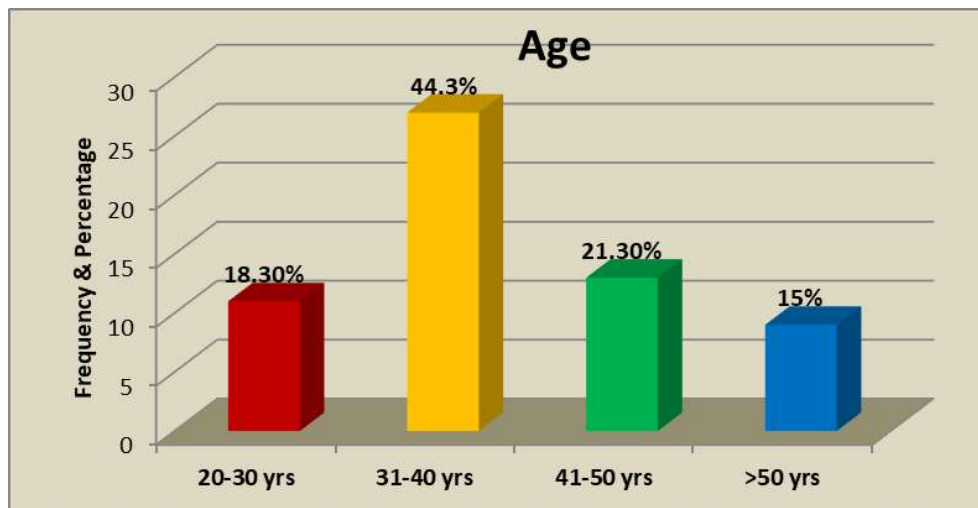


Fig 3: Bar diagram shows the percentage distribution of respondents with respect to age in years.

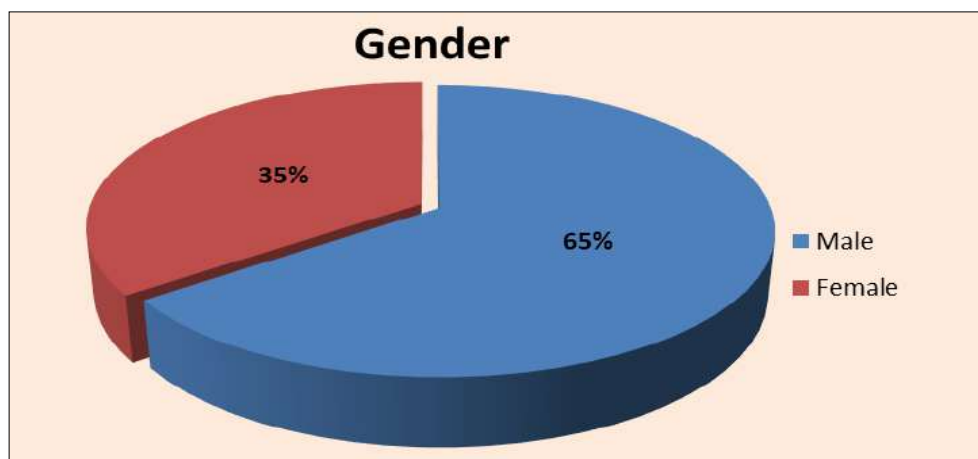
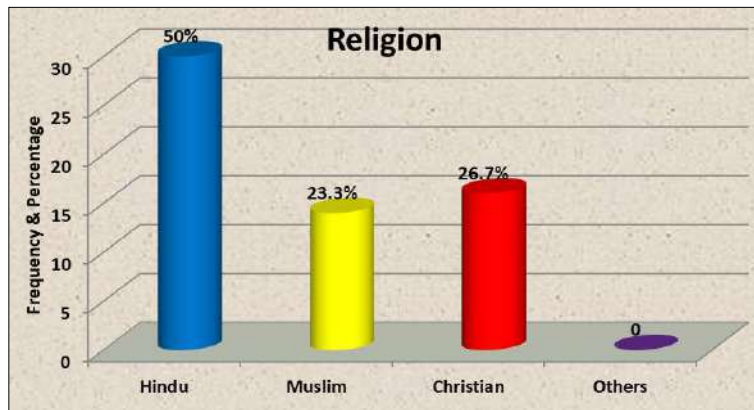
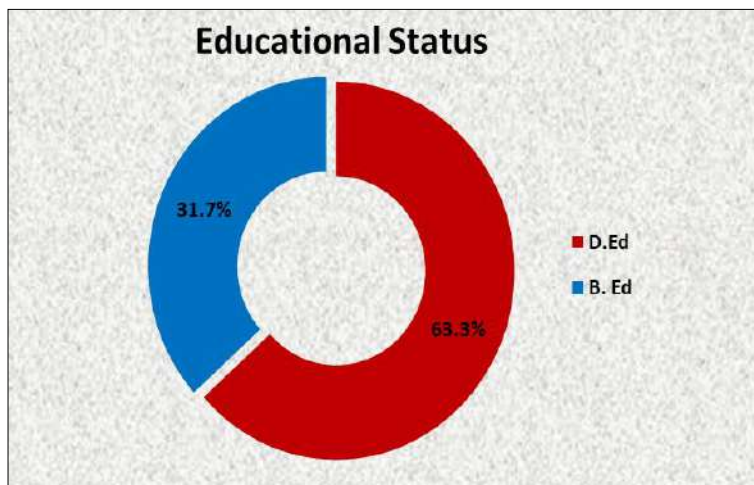


Fig 4: Pie diagram shows the percentage distribution of respondents with respect to gender

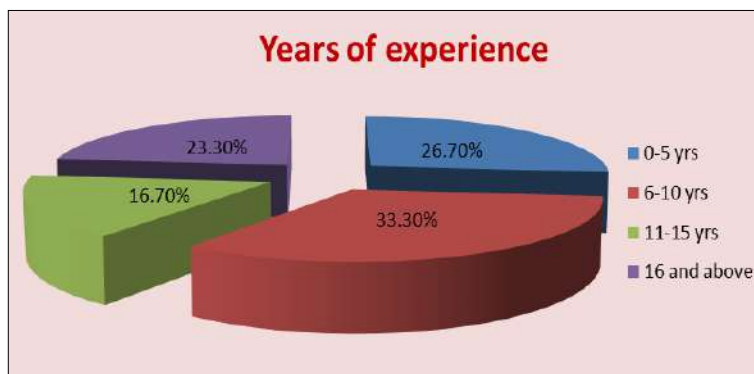




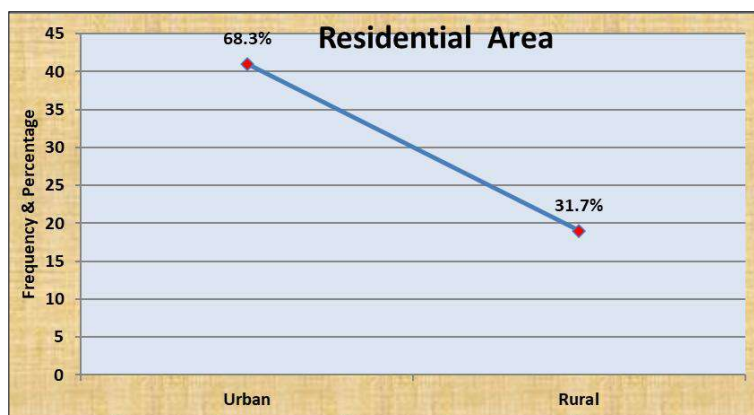
**Fig 5:** Cylindrical diagram shows the percentage distribution of respondents with respect to Religion



**Fig 6:** Doughnut diagram shows the percentage distribution of respondents with respect to educational status



**Fig 7:** Bar diagram shows percentage of respondents with respect to their years of experience



**Fig 8:** Line diagram shows the percentage of respondents with respect to the Residential area.

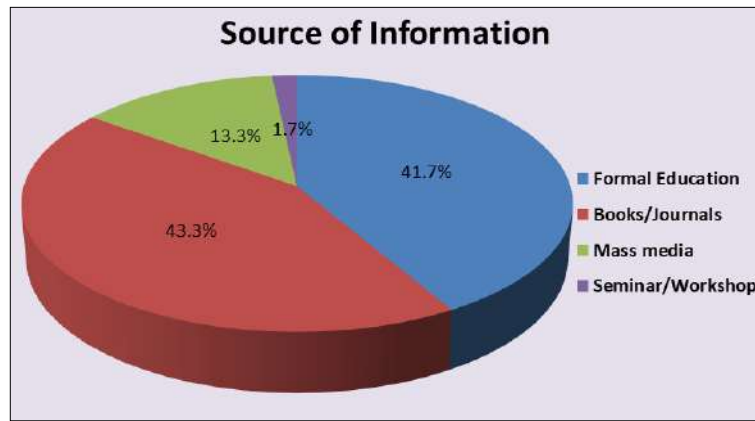


Fig 9: Pie diagram shows the percentage distribution of respondents with respect to source of information

**Section II**

Distribution respondent’s scores according to their level of knowledge during pretest and post test

**A. Area wise and total distribution of pre-test and post test knowledge scores of respondents**

Table 2: Mean, median, mode, standard deviation and range of pre test and post test knowledge scores of Respondents n = 60

Area of Knowledge	Number of Items	Mean	Median	Mode	Standard deviation	Range
Pre test	30	12.14	12	12	4.16	6-24
Post test	30	15.98	15	12	3.80	11-25

Table 2 reveals pre-test knowledge score of respondents regarding behavioural problems among primary school children, It shows that;

The pretest knowledge scores respondents mean was 12.14, median was 12, mode was 12 with standard deviation 4.16 and score range was 6-24.

The post-test knowledge scores respondents mean was 15.98, median was 15, mode was 12 with standard deviation 3.80 and score range was 11-25.

**B. Distribution respondent’s pretest and post test scores according to their level of knowledge**

Table 3: Frequency and Percentage distribution of respondents according to level of Knowledge regarding behavioural problems among primary school children n=60

Level of Knowledge					
Pre test			Post test		
Poor f (%)	Average f (%)	Good f (%)	Poor f (%)	Average f (%)	Good f (%)
4 (6.7%)	40 (66.7%)	16 (26.7%)	00	48 (80%)	12 (20%)

The data presented in the Table 3 depicts the respondent’s level of knowledge during pretest and post test regarding behavioural problems among primary school children; With regard to pre-test level of knowledge it shows that, maximum 40(66.7%) respondents were having average knowledge, 16(26.7%) respondents were having good knowledge and remaining 4(6.7%) of respondents were having poor knowledge. During post-test maximum 48(80%) of respondents were having average knowledge and 12(20%) of respondents were had good knowledge.

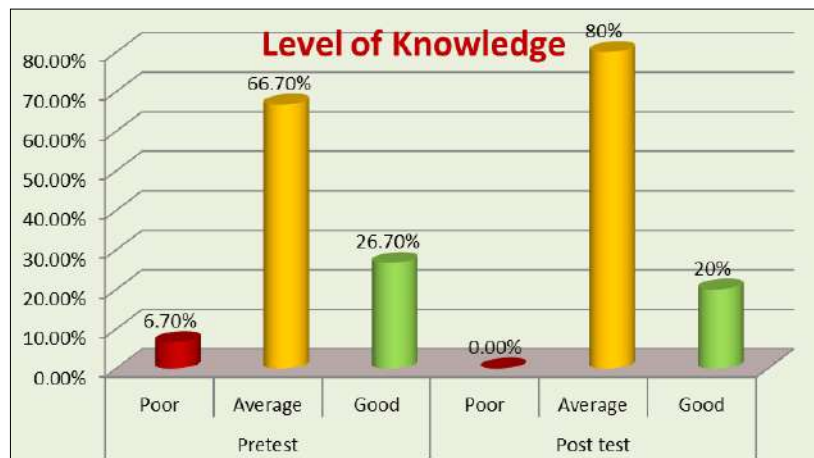


Fig 10: Pre-test and post test level of knowledge

**Effectiveness of information booklet**

Paired ‘t’ value was computed to find out the significance of difference between means of pre-test and post-test knowledge scores of respondents. The data is presented in Table 4. To test statistical significance following research hypothesis were stated-

**H1:** The mean post test knowledge scores of primary school teachers regarding behavioural problems of school children, who have undergone the information booklet, will be significantly higher than their mean pre-test knowledge scores

**Table 4:** Mean, standard deviation, standard error of difference and 't' value of pre-test and post-test knowledge scores N=60

Area	Aspects	Mean	Sd	SEMD	Paired t-Test
Knowledge	Pre-test	12.14	4.16	0.29	13.15*
	Post-test	15.98	3.80		

\* Significant at 5% level

Table 4 indicates the overall mean knowledge scores of pre-test and post-test scores

With respect to knowledge scores of participants, the findings reveal that the post-test mean knowledge scores was found higher [mean=15.98, SD of 3.80] when compared with pre-test mean knowledge score value which was 12.14 with SD of 4.16.

The statistical paired 't' implies that the difference in the pretest and post-test value was found statistically significant at 5% level (P<0.05) with a paired 't' value of 13.15. There exists a statistical significance in the difference of knowledge score indicating the positive impact of

information booklet.

Hence, the research hypothesis H<sub>1</sub> is supported. This indicates that the enhancement in knowledge is not by chance and the primary school teachers who exposed to information booklet on behavioural problems among primary school children, significantly improved in their knowledge.

**3. Association between level of knowledge and selected socio demographic variables**

- To find out the association between the levels of knowledge and selected personal variables, Chi square was computed and the following hypothesis are stated-

**H<sub>2</sub>:** There will be statistical association between the mean pretest knowledge scores of primary school teachers regarding behavioural problems among primary school children and their selected demographic variables at 0.05 level of significance.

**Table 5:** Chi-square values between levels of knowledge of respondents and their selected demographic variables. n = 60

SL. No.	Demographic Variables	Level of Knowledge			d(f)	Chi square value	Level of significance	
		Poor	Average	Good				
1.	<b>Age</b>					6.53	NS	
	a.	20-30 years	0	9	2			6
	b.	31-40 years	2	18	7			
	c.	41-50 years	0	8	5			
	d.	>50 years	2	5	2			
2.	<b>Gender</b>					0.38	NS	
	a.	Male	3	25	11			2
	b.	Female	1	15	5			
3.	<b>Religion</b>					5.27	NS	
	a.	Hindu	2	23	5			4
	b.	Muslim	0	8	6			
	c.	Christian	2	9	5			
4.	<b>Educational Status</b>					5.20	NS	
	a.	D.Ed	1	29	8			2
	b.	B.Ed	3	11	8			
5.	<b>Years of experience</b>					11.40	NS	
	a.	0-5 years	2	6	8			6
	b.	6-10 years	1	15	4			
	c.	11-15 years	1	9	0			
	d.	16 and above	0	10	4			
6.	<b>Residential area</b>					0.96	NS	
	a.	Urban	2	27	12			2
	b.	Rural	2	13	4			
7.	<b>Source of information</b>					18.46	NS	
	a.	Formal education	1	19	5			6
	b.	Books/journals	0	17	9			
	c.	Mass media	3	4	1			
	d.	Seminar/workshops	0	0	1			

$\chi^2_{(2)} = 5.99,_{(6)} = 12.59$  (p>0.05) NS – Not Significant

The data presented in the Table 5 shows that the computed Chi-square value for association between level of knowledge of primary school teachers regarding behavioural problems in children is found to be statistically significant at 0.05 levels only for source of information and is not found significant at 0.05 level for age, gender, religion, educational status, years of experience, and residential area. Therefore, the findings partially support hypothesis H<sub>2</sub>, hence H<sub>2</sub> is partially accepted inferring that school teacher's level of knowledge regarding behavioural problems in children is significantly associated with their source of information.

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