

## AWARENESS AMONG TEACHERS WITH REGARDS TO THE SCHOOL STUDENTS BEHAVIORAL PROBLEM: A STUDY

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### ABSTRACT

*In the present study A Quasi Experimental Study a research design was used to achieve the objectives of the study. The study was conducted in selected schools of Kurukshetra city of Haryana State. In the present study the sample comprised of 60 people. A structured questionnaire knowledge regarding behavioral problem was prepared to study the sample. Descriptive and inferential statistics had been used to analyze the data obtained through interviews. This study indicates that the planned teaching is effective in increasing the knowledge of teachers regarding behavioral problem.*

**Keywords:** Behavior, Coaching, Knowledge.

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## INTRODUCTION

Children are the wealth of tomorrow; take care of them if you wish to have a strong India, every ready to meet various challenges.....Pandit Jawaharlal Nehru

**Shetty (2009)** Children are one third of our population & all of our future. In order to develop a healthy society, it is important that we have healthy children.

Conduct disorder is a common childhood disorder affecting approximately 6% - 16% of boys and 2% - 9% to school children's. The four categories are aggressive behavior that cause or threatens harms to other people or animals. Non-aggressive conduct cause for damage. Six days a week, children spend most of his/her time in classroom/school. Considering that school teachers are often the first to notice behavioral difficulties in children's.

It is surprising that relatively little research has been undertaken in this matter and/or subject.

## OBJECTIVES OF THE STUDY

1. To identify the existing knowledge among school teachers related to behavioral problem in school children.
2. To determine pre-test & post-test knowledge related to the behavioral problem in school children among teacher.
3. To find a relationship between the level of knowledge of school teachers with selected demographic variables.

## HYPOTHESIS OF THE SUDY

Ho- There will be no significant difference between pre-test and post-test knowledge score.

H1- There will be significant difference between pre-test and post-test knowledge score.

## RESEARCH METHODOLOGY

A quasi experimental research design was used to achieve the objectives of the study. The study was conducted in selected schools of Kurukshetra city of Haryana. The samples were teachers all the people (male and female). Sample size was 60. A non-probability convenient purposive sampling technique uses convenient sampling method.

## STATEMENT OF THE PROBLEM

Study to assess the effect of planned teaching among the school teachers regarding behavioral problem in the selected schools of Kurukshetra city of State of Haryana.

## **TOOLS AND TECHNIQUES**

The tool for the study was prepared by referring to books, internet and related researches. Blue print for the sections was prepared and then the items were finalized. For each section a separate criteria checklist was prepared.

Section I: This section included items seeking information on demographic profile of sample.

Section II- This section comprised 20 knowledge items with a maximum score 20, categorized under two broad areas one score was given for each correct response and zero for wrong response. The maximum score was minimum was zero.

Planned teaching was prepared in English language. The language of the teaching was kept as simple as possible. The Planned teaching titled “Behavioral Problems in School Children”

## **VALIDITY AND RELIABILITY**

The validity was established by experts from different specialties i.e. from Community Health Nurses, Medical-Surgical Nurses, Pediatric Nurses, Mental Health Nurses and Preventive Social Medicine and Pediatric Department and Statistician, Educationalists and School Psychologist.

The experts were selected based on their clinical expertise, experience and interest in the problem being studied. The suggestions were discussed with the guide and the tool was finalized. Reliability for the tool was calculated by using cronbac’s rank correlation formula.

## **DATA COLLECTION**

Researcher administered the structured interview questionnaire for the pre-test. Everyday 10 samples were taken for pre-test respectively. The duration of data collection for pre-test was 30 minutes. Teaching was given to these study groups by keeping the language simple.

The instruction about post-test was given to the respective participants, after the seventh day of the pre-test.

## **FINDINGS OF THE SUDY**

The collected data was analyzed under various sections. The analysis was done by using descriptive and inferential statistics. The important findings were as follows:

Majority (45%) of the teachers were from the middle age group of 26-45 years. Majority of samples 88.34 % were females. Most of the samples were in the educational qualification of B. Ed. 40 % and only 3.34 % had M. Ed. education qualification. Majority of the teachers 86.66 % were married. Most of the samples (53.33 %) were in the Designation of Class Teacher. Majority of the teachers 38.33 % had 1-5 years teaching of teaching experience and a lesser number of teachers 20 % had above 15 years of teaching experience. Majority of the

teachers 55 % had previous knowledge about behavioral problem in children and rest of them i.e. 45 % had no previous knowledge about behavioral problems in children. 33.33 % teachers had attended workshops or course related to learning of behavioral problem in school children.

Majority (93.34%) of the school teachers in pre-test of the experimental had an average knowledge score (8-14). Whereas in post-test a majority 75% of the school teachers had a good knowledge score (15-20).

The researcher applied paired 't' test to know the difference between the average scoring of before and after planned teaching to respondents. Since P value is less than 0.05 (P value = 0.00), there is significant difference in the average score. The researcher can conclude at 5% level of significance and 59 degrees of freedom that planned teaching provided by them is really increasing the average score. It means planned teaching has proved to be effective.

The calculated 'P' value is 0.000 at 0.05 level of significance, which means that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. There is a significant difference between the average values of pre and post, related to behavioral problem in school children. This gives an interpretation, that there is a significant gain in the knowledge score of the samples in the post-test phase. This indicates that the planned teaching is effective in increasing the knowledge of the school teachers regarding behavioral problem seen in the school children.

The findings on relationship of the selected variable of School teachers show that, there is a significant association.

## **CONCLUSION**

The various findings of the study show that the knowledge regarding behavioral problem in School children has been improved through planned teaching. There is an association between the knowledge level and variables such as age, designation and years of experience. This study has shown that the knowledge in school teachers about the behavioral problem in School children is quite good, which can be updated through School teaching.

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