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TEACHERS IN SELECTED INSTITUTIONS IN MADURAI

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Research Article

A PRE EXPERIMENTAL STUDY TO EVALUATE THE EFFECTIVENESS OF PLANNED TEACHING PROGRAMME ON LEVEL OF KNOWLEDGE AND ATTITUDE REGARDING CHILDHOOD MENTAL DISORDERS AMONG PRIMARY SCHOOL TEACHERS IN SELECTED INSTITUTIONS IN MADURAI

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ABSTRACT

It is assumed that childhoods are times of carefree bliss but it is found that as many as 20% of children and adolescents have one or more diagnosable mental disorders. Most of these disorders may be viewed as exaggerations of normal behaviours and emotions. According to WHO (2000), 20% of children and adolescents suffer from a disabling mental illness worldwide. Rates of mental health problems among children increase as they reach adolescence. This is a pre experimental study to evaluate the effectiveness of planned teaching program regarding selected childhood mental disorders on knowledge and attitude among primary school teachers at selected institutions in Madurai and to associate post-test level of knowledge and attitude with selected demographic variables. 60 samples were selected by purposive sampling technique. The data was collected through self structured questionnaire and likert scale and analyzed by descriptive and inferential statistics. Results showed that 47(78.3%) had adequate knowledge and 13(21.7%) had moderately adequate knowledge and 42(70%) had positive attitude & 18(30%) had neutral attitude. There And the level of knowledge and attitude were increased after the planned teaching program was no significant association between knowledge & attitude with the selected demographic variables. The study concludes the planned teaching program can improve knowledge & attitude among primary school teachers on childhood mental disorders.

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INTRODUCTION

Background of study

It is assumed that childhoods are times of carefree bliss, as many as 20% of children and adolescents have one more diagnosable mental disorder. Most of these disorders may be viewed as exaggerations of normal behaviours and emotions. As such, many mental disorders can be effectively treated with medication, psychotherapy or a combination of both. Like adults, children and adolescents vary in temperament; some are shy and reticent; others are socially exuberant; some are methodical and cautious; others are impulsive and careless. Whether a child is behaving like a typical child or has a disorder is determined by the presence of impairment and the degree of distress related to the symptoms. The most common mental disorders of childhood and adolescence fall into three broad categories: Anxiety disorders, mood disorders, disruptive behavioural disorders. However, most cases are not severe and can be competently managed by an appropriately trained primary care practitioner and severe cases are best managed in consultation with a child and adolescent psychiatrist.

The most frequently identified mental health problems were somatic complaints 7%, delinquent 7%, attention problems 6% and aggression behaviour 5% (Sawyer *et al.* 2000). According to WHO (2000), 20% of children and adolescents suffer from a disabling mental illness worldwide. Rates of mental health problems among children increase as they reach adolescence So, researcher felt the need to educate the primary school teachers for early detection of the childhood mental illnesses. The present study was conducted to evaluate the effectiveness of planned teaching program regarding selected childhood mental disorders on knowledge and attitude among primary school teachers at selected institutions in Madurai and to associate post-test level of knowledge and attitude with selected demographic variables.

Statement: A pre experimental study to evaluate the effectiveness of planned teaching program on level of knowledge and attitude regarding childhood mental disorders among primary school teachers in selected institutions in Madurai.

Aims: 1.To compare the pre & post test level of knowledge and attitude regarding childhood mental disorders among primary

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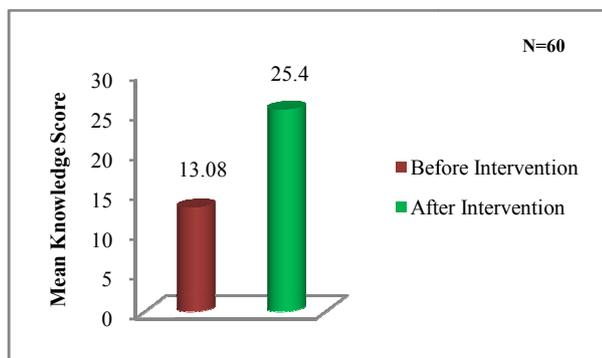
school teachers. 2. To associate post-test knowledge and attitude with selected demographic variables.

Subjects and Methods: The research approach used for this study is experimental approach. A pre experimental research design was adopted with one group pre-test, post-test design. The study was conducted at primary schools in Madurai. In this study, purposive sampling technique was used to select the samples. 60 secondary grade teachers in primary schools at OCPM Primary school and government primary school, Madurai were selected as samples in this study. Data collection was done by using self structured interview questionnaire to assess the level of knowledge and the three point Likert scale to assess attitude among primary school teachers on childhood mental disorder.

The investigator made the planned teaching program with review of literature and with the expert's opinion. The average time taken for the teaching program was around one hour. Data was collected for a period of six weeks. A convenient time and date was fixed for data collection and planned teaching program. The teachers were gathered in one classroom and the teaching program was administered after the needed explanation. The post-test was administered to the same group with same structured questionnaire with a gap of one week. The data was analyzed in terms of the objectives of the study using descriptive and inferential statistics. Reliability of the tool was established through test-retest method. The Karl parson's coefficient of correlation was computed and reliability for knowledge was found to be 0.99% and the reliability for attitude was found to be 0.99%. The tool was found to be reliable.

RESULTS

Findings of the study showed that among the primary school teachers, majority 18 (30%) of the teachers belonged to the age group of 31-35 years, 48(80%) of the teachers are female and 29(48.3%) of the teachers are with the experience of 2-5 years. It also showed that majority 46(76.7%) of the teachers were married, 37(61.7%) of the teachers have prior information regarding child hood mental disorder, 58(96.7%) of the teachers don't have disorder children in their home and 33(55%) of the teachers lives in rural area.



*Z value 28.65

Figure 1 Comparison of pre and post test level of knowledge of childhood mental disorder among primary school teachers

The obtained 'z' value was found to be highly significant ($p < 0.05$). It is inferred that the primary school teachers exposed to

the planned teaching program had significant increase in post-test knowledge.

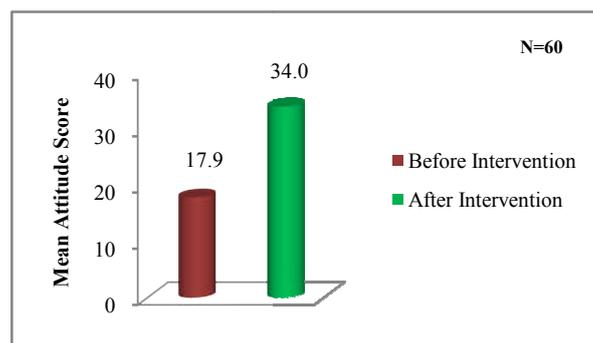


Figure 2 Comparison of pre and post test level of attitude of childhood mental disorder among primary school teachers

*Z value 24.39

The obtained 'z' value was found to be highly significant at the level of $p < 0.05$. It is inferred that the primary school teachers exposed to the planned teaching program had significant increase in post-test attitude

Table 1 Association of knowledge and attitude with the selected demographic variables on childhood mental disorder among primary school teachers

S.No.	Demographic variables	Level of knowledge	Level of attitude
1.	Age	1.11 [#]	3.91 [#]
2.	Experience	3.52 [#]	5.72 [#]
3.	Marital status	0.27 [#]	1.93 [#]
4.	Disorders in family	2.99 [#]	2.06 [#]
5.	Place of residence	0.43 [#]	1.68 [#]

Regarding the association between selected demographic variables with post-test level of knowledge and attitude among primary school teachers, the result revealed that there is no significant association between level of knowledge and attitude with all selected demographic variables (Knowledge; regarding age, the χ^2 was 1.11 ($p < 0.05$), regarding experience, the χ^2 was 3.52 ($p < 0.05$), Regarding Marital Status, the χ^2 was 0.27 ($p < 0.05$), regarding Disorder in Family, the χ^2 was 2.99 ($p < 0.05$), regarding place of residence, the χ^2 was 0.43 ($p < 0.05$), [attitude; Regarding age, the χ^2 was 3.91 ($p < 0.05$), regarding experience, the χ^2 was 5.72 ($p < 0.05$), regarding Marital Status, the χ^2 was 1.93 ($p < 0.05$), regarding Disorder in Family, the χ^2 was 2.06 ($p < 0.05$), regarding place of residence, the χ^2 was 1.68 ($p < 0.05$)].

Hence, the investigator concludes that in spite of all the variables the planned teaching program will improve the knowledge and attitude of primary school teachers regarding childhood mental disorders.

DISCUSSION

The findings of present study showed that the pre test knowledge revealed 38(63.3%) and 22(36.7%) had inadequate and moderately adequate knowledge respectively. And the pre test attitude, 41(68.3%) had negative attitude and 19 (31.7%) had neutral attitude. The pre test knowledge (Mean = 13.08, SD = 3.93) and the pre test attitude (Mean = 17.9, SD = 6.61). These findings were consistent with study done by Brook U., et.al., (2000) that knowledge and attitude was high among

samples but the existing knowledge of the sample in this study were not satisfactory. This is due to the fact that a mental abnormality among school children was not included in their educational syllabus.

The post test knowledge revealed 47(78.3%) had adequate knowledge and 13(21.7%) had moderately adequate knowledge, the post test attitude revealed 42(70%) had positive attitude and 18(30%) had neutral attitude. The post test knowledge (Mean = 25.4, SD = 2.63). The post test attitude (Mean = 34, SD = 3.20). These findings were consistent with study done by Probst P., et.al. (2008) The Pre-Post outcomes measured by teacher questionnaires indicated significant improvement on the Classroom Child Behavioral Symptom Scale as well as on the corresponding Classroom Teachers' Stress Reaction Scale. This is due to the fact of providing a planned teaching program to the primary school teachers was effective in improving their knowledge and attitude regarding the childhood mental disorder.

It is inferred from this study that there is a significant difference between pre-test, post-test level of knowledge and attitude of childhood mental disorders among primary school teachers. These findings were consistent with study done by Ghanizadeh A., et.al. (2006) knowledge about childhood disorder was found to be very low. This fact can be improved with the help of Health and Educational Ministry by promoting a special course on childhood mental disorder for teachers and education should be part of the curriculum in faculty training. Providing these educational programs on television and radio may be highly effective as they were the most common source of information.

Regarding the association between selected demographic variables with post-test level of knowledge and attitude among primary school teachers, the result revealed that there is no significant association between level of knowledge and attitude with all selected demographic variables.

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