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A Study to Evaluate The Effectiveness of Video Awareness Programme among Primary School Teachers Regarding Knowledge on Management of Behavioral Problems of Children In Selected Schools, At Villupuram.

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Abstract

Aim: To assess the level of knowledge among primary school teachers regarding behavioral problems in children's **Objective** ; (i) To assess the pre test level of knowledge regarding behavioral problems of school children among primary school teachers in selected schools(ii) To assess the post test level of knowledge regarding Behavioural problems of school children among primary school teachers in selected schools (iii)To evaluate the effectiveness of video awareness Programme knowledge regarding behavioral problem of children among primary school teachers in selected school(iv)To find out the association between the post test knowledge regarding Behavioural problems of children among primary school teachers with selected demographic variables.**Methodology:** A quasi experimental study design was adopted for this study.50 samples were selected using convenient sampling technique. The level of knowledge was assessed by using knowledge questionnaires.**Result:** the finding shows that the study shows that there is a significant association between the primary school teachers and identified child with behavioral problems with knowledge of post test score is significant at .05 level**Conclusion:** The study concluded that there will be a knowledge regarding behavioral problems among primary school teachers after the post test the teachers will got more knowledge in Video awareness programme.

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Introduction

Behaviour means all the covert and overt activities of human being that can be observed. Behaviors may be classified as cognitive, affective and psychomotor. Cognitive refers to knowing, Affective refers to feeling and psychomotor relates to doing. (Bimla Kapoor,1996) Behavioral problems are the reactions and clinical manifestations which are resulting due to emotional disturbances or environmental adjustments. Behavioral problems can be more challenging than attendance or performance problem. The emotional environment of young children consists of an entire relationship of the child with their parents and family members. Behavioral problems are less common when the child is loved, accepted and who is living in favorable environment conditions. (K.P.Neeraja,2000) Normal children are healthy, happy and well adjusted. This adjustment is developed by providing basic emotional needs along with physical and physiological needs for their mental well being. The emotional needs are considered as emotional food for healthy behavior. The children are dependent on their parents, so parents are responsible for the emotional needs. Every child should have tender loving care and sense of security about protection from parents and family members. They should have opportunity for development of independence, trust, confidence and self respect. There should be adequate social and emotional interaction with discipline. The child should get scope for self expression and recreation.

Parent should be aware of about achievements of their children and express acceptance of positive attitude within the social norms. As children move in to the pre-school years cries of "No" and "I will do it myself" are frequently heard. Children this age may be easily frustrated when faced with limits.

Major behavioural problems are the significant deviations from socially accepted normal behavior. These problems are mainly due to failure and adjustment to external environment and presence of internal

conflict. Behavioral problems always special attention. But as a social being we always try to possess good habits and that will be there for life long. Also when we think of bad habit/habit disorders, we must consider one thing that habits can be good or bad according to attitude of the person and society and culture of the community.

Habits begin for a variety of reasons. Ultrasonography has given us a window into the prenatal life of the foetus. Even before birth the foetus may be seen seeking comfort by sucking a thumb.

This self-soothing behaviour becomes habituated and may continue for many months or years. Childhood habits appear in many different forms. Many people engage in some degree of habit like behaviour in their lifetime, There are also health effects. Finger or thumb sucking may result in orthodontic and speech problems. People who pick at scabs or bite their fingernails may develop skin infections. About half of individuals with trichotillomania will put the hair in their mouth. Some swallow it which can result in a trichobezoar and intestinal obstruction. Those with tic disorders may be placed on medications that can have significant side effects. Certainly there are a multitude of health problems associated with smoking, chewing tobacco and eating disorders. Behavioral problem is asymptomatic expression of emotional or interpersonal maladjustment especially in children.

Statement of Problem:

A study to evaluate the effectiveness of video awareness programme among primary school teachers regarding knowledge on management of behavioral problems of children in selected schools, at villupuram.

Objectives:

To assess the pre test level of knowledge regarding behavioural problems of school children among primary school teachers in selected schools

To assess the post test level of knowledge regarding behavioural problems of school children among primary school teachers in

selected schools.

To evaluate the effectiveness of video awareness programme knowledge regarding behavioral problem of children among primary school teachers in selected schools

To find out the association between the post test knowledge regarding behavioral problems of children among primary school teachers with selected demographic variables.

Hypothesis:

H1- There will be a significant level of effectiveness of video awareness programme among primary school teachers in selected schools .

H2- There will be a significant association between post test knowledge scores regarding children among primary school teachers with selected demographic variables.

Methodology:

Quasi experimental research design is planned to adopt for this research study. The level of Knowledge was assessed by using the knowledge questionnaire, regarding behavioural problems among primary school childrens

Results:

Table:4.1 The distribution of levels of knowledge before the administration of the video awareness programme.

Level of knowledge	N=50					
	Inadequate		Moderately Adequate		Adequate	
	F	%	F	%	F	%
PreStest	0	0 %	50	100 %	0	0 %
Post test	0	0 %	4	8 %	46	92%

Table 4.2 shows that the distribution of levels of knowledge before the administration of the videoawareness programme

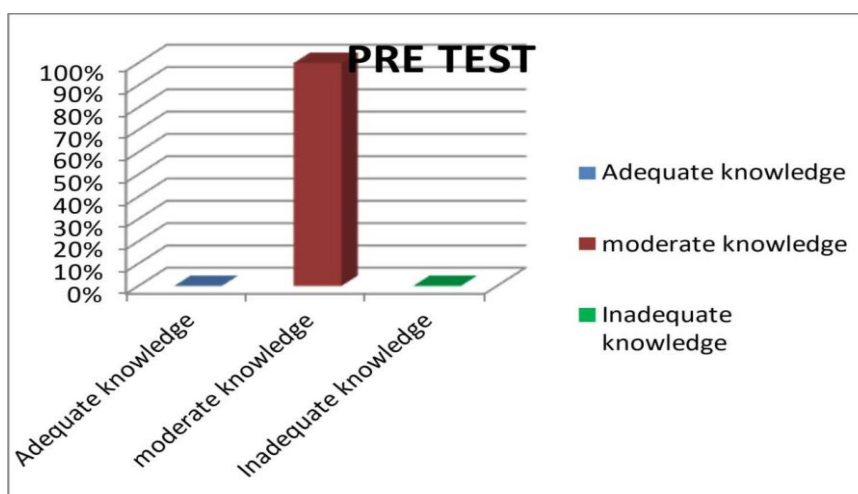
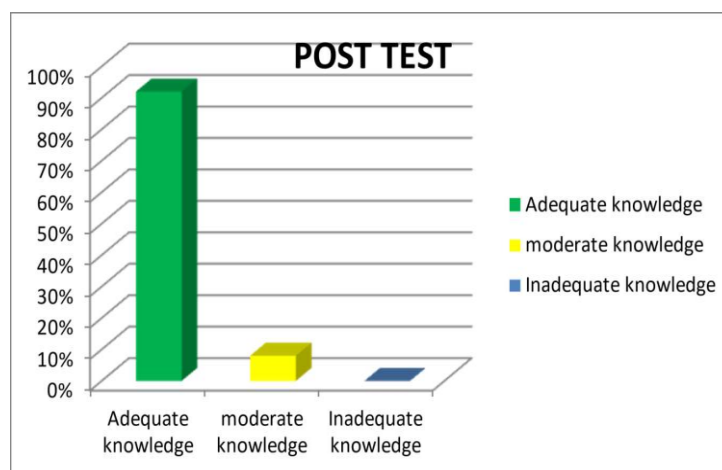


Figure 4.2.1 shows the percentage wise distribution of level of pre test knowledge of behavioural problem among the primary school teachers.



Comparison of pretest and post test knowledge scores of primary school teachers on behavioral problems of children

Table :4.3 The Comparison of pretest and post test knowledge scores of primary school teachers on behavioral problems of children

S.NO	KNOWLEDGE	MEAN	SD	T' VALUE
1	Pre test	12.58	1.53	42.85 **
2	Post test	27.58	1.96	

Association of socio demographic variables with the post –test score of knowledge regarding behavioral problems of children among primary school teachers.

Table :4.1 there is a significant association between the primary school teachers and identified child with behavioral problems with knowledge of post test score.

Demographic variables	Inadequate knowledge	Moderate knowledge	Adequate knowledge	Chi square	P value
1.Age in years				2.63 Df=6	0.853
a.21-25 years	0	2	9		
b.26-30 years	0	1	11		
c.31-35 years	0	1	14		
d. above 35 years	0	0	12		
2.Gender				2.23 Df=2	0.327
a. male	0	0	17		
b. female	0	4	29		
3.Qualification				0.063 Df=4	0.99
a. U.G	0	2	26		
b. P.G	0	2	20		
c. Doctorate	0	0	0		

4.Years of experience				1.9	0.937
a.Fresher	0	2	17	Df=6	
b.1-5 years	0	2	14		
c.6 -10 years	10	0	0		
d.Above 10 years	0	0	5		
5.Place of working					0.479
a. Rural	0	1	26	1.47 Df=2	
b.Urban	0	3	20		
6.Marital Status					0.655
a. Unmarried	0	1	4	2.44 Df=4	
b. Married	0	2	38		
c. Seperated	0	1	4		
7.Age at married					0.518
a.21-25 yrs	0	1	16	3.24 Df=4	
b.25-30 yrs	0	3	15		
c .Above 30 yrs	0	0	15		
8.Have a previous knowledge regarding behavioral problem				1.69	0.429
a.yes	0	1	27	Df=2	
b.No	0	3	19		
9.If yes, source of information					0.772
a. Media	0	1	2	3.29 Df=6	
b. Television	0	1	10		
c. Newspaper	0	0	7		
d. books and magazines	0	2	27		

Table 4.4 shows that there is a significant association between the primary school teachers and identified childwith behavioral problems with knowledge of post test score

DISSCUSSION

The first objectives stated that to assess the existing level of knowledge regarding childhood behavioral problems among primary school teachers in selected schools

The finding of the study shows that the existing knowledge regarding the behavioral problem among primary school teachers is 50 (100%) primary school teachers showed moderate knowledge.

The second objectives stated that To assess the posttest level of knowledge regarding childhood behavioral problems among primary school teachers in selected schools

The finding of the study shows that the posttest level of knowledge regarding childhood behavioral problems among primary school teachers, 46 (92%) were demonstrated inadequate knowledge, of primary school teachers had moderately knowledge 4 [8%] regarding the behavioral problems.

The third objectives stated that To evaluate the effectiveness of video awareness programme knowledge regarding childhood behavioral problem among primary school teachers in selected schools.

The finding of the study shows that the effectiveness of video awareness programme knowledge regarding childhood behavioral problem among primary school teachers was 12.58 SD [1.53] and a post-test mean score of knowledge was 27.58 SD [1.96] For the calculated 't' value was [42.85]. Hence the calculated "t" value is more than the table value (2.064). This clearly shows that video awareness programme on knowledge regarding selected behavioral problems of primary school,

Hence Hypothesis H1 stated that Accepted

The fourth objectives stated that To find out the association between the post test knowledge regarding knowledge on childhood behavioral problems among primary school teachers with selected demographic variables.

The finding of the study shows that there is no significant association between the Age, Gender, qualification, years of experience, place of working, marital status, previous knowledge regarding behavioral problem,

Hence Hypothesis H2 stated that rejected

Conclusion:

During the pretest 50 (100%) primary school teachers showed moderate knowledge, and during the post test, 46 (92%) had adequate knowledge 4 (8%) had moderate knowledge and none of them inadequate knowledge the mean pretest score of knowledge was 12.58 with SD 1.53 and a post test mean score of knowledge was 27.58 with SD 1.96 obtained'' t'' value was 42.85 the calculated'' t'' value is more than table value 2.064 this clearly show that video awareness programme is effective in improving knowledge among primary school teachers

The study shows that there is a significant association between the primary school teachers and identified child with behavioral problems with knowledge of post test score is significant at .05 level.

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