



A QUASI-EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURE TEACHING PROGRAMME ON KNOWLEDGE REGARDING SELECTED ADOLESCENT BEHAVIORAL PROBLEMS AND ITS PREVENTION AMONG STUDENTS IN SELECTED COLLEGE OF SRINAGAR KASHMIR.

Masood Ahmad Sheikh¹

(Ph. D Research Scholar Nursing)

Desh Bhagat University Gobindgarh Punjab

Dr. S. Victor Devasirvadam²

(RN RM M. Sc. Ph. D Nursing)

Director Department of Nursing DBU Mandi Gobindgarh Punjab

Asmat Qadir³

(M. Sc Nursing in Obatetrics and Gynaecology)

Tutor cum Satff Nurse

ABSTRACT

Background of the Study:- Quasi experimental, one group pre-test and post-test design was used to assess the effectiveness of Structured Teaching Programme on Knowledge regarding selected Adolescent Behavioural Problems and its Prevention among Students in selected College of Srinagar Kashmir. In a view of the nature of the problem and to accomplish the objectives of the study, a structured teaching programme was prepared regarding selected adolescent behavioural problems and its prevention. Reliability of tool was found to be 0.96 hence tool is highly reliable. The study was conducted in selected collage of District Srinagar 60 students (science group) were selected by simple randomization with lottery method. Structured knowledge questionnaire was used to collect the needed data. Collected data was analysed by using descriptive and inferential statistics.

Results

The mean pre-test level of knowledge is 14.4 and mean percentage is 36 with a SD of 5.27. and majority of respondents (76.67%) fall in inadequate knowledge level in the pre test. In the post test, significant increase in knowledge was found. Mean post- test level of knowledge was 32.7 and the mean percentage was 81.75 with a SD of 3.05 and majority of respondents (73.33%) fall in adequate knowledge level. The findings also revealed that 76.67% of participants had inadequate level of knowledge before structured teaching programme and 73.33% gain adequate knowledge after structured teaching programme. Hence the structured teaching programme was found to be effective in improving the knowledge students.

Key words: Adolescents, Behavioural Problems and Prevention

INTRODUCTION

Adolescents feel all kind of pressure-to do well in school, to be popular with peers, to gain the approval of parents, to make the team, to be cool. In addition, many teenagers have behavioral problems Behavioral problem is operationally defined as “The persistentundesirable conduct to the demands and responsibilities of a situation”. Behavioral problems, in which the symptoms usually first become evident during the infancy, childhood or adolescence. Many mental health disorders begin in adolescence. If they are undiagnosed and untreated, they continue into adulthood, often becoming chronic illness.¹

It is estimated that around 20 per cent of the world’s adolescents have mental health issue or behavioral problem. Globally the prevalence rate of behavior problems varied from 5% - 51%. In the Indian studies prevalence rate varied from 13 per 1000 to 431 per 1000. Analysis at out-patients department revealed behavior problems in the range of 3.36% to 50%. Single parenting and violence have been associated with increased behavioral problems in adolescence. Hence parents and teachers are interested in good beginning for the grown up ones. Studies from India have revealed the prevalence rates to be 12.5% in 11-16 yrs. community based sample from Bangalore;9.4% in 12-14 yrs. olds from a community sample in Kerala and 6.3% in 10-15 yrs. old youth in Chandigarh.²

A study was conducted on stressful life events and behavioral problems in Bidar. The sample of the study was 16 PUC students. The data was collected through Revised Behavioral Problem Scale. The study revealed that there was no significant difference between class of the students on components of stressful life events and stressors, components of behavioral problems. But there was a significant difference between genders on components of stressful life events. The study concluded that the stressful life events among the students increased the behavioral problems, thus the components of stressful life events such as family relations, academic stressors, physical health and psychological stressors had significantly contributed to behavioral problems.³

A study was conducted on prevalence of emotional and behavioral disorders among 1186 (11-15year) children in Minia, Egypt. Data was collected from teachers and parents using the Strengths andDifficulties Questionnaire. The findings shown that (Abnormal total difficulties: teachers 34.7% (95% CI 32.0-37.5), parents 20.6% (18.2-23.2). Abnormal pro-social scores: teachers 24.9% (22.5-27.5), parents 11.8% (9.9-13.9)) but prevalence of probable psychiatric diagnoses was much lower (Any psychiatric diagnosis 8.5% (6.9-10.5); Emotional disorder 2.0% (1.2-3.0); Conduct disorder 6.6% (5.1-8.3). These findings were concluded that the prevalence of emotional and behavioral symptoms was high as reported by both parents and teachers.⁴

A study was conducted by Kathleen Lynne Lane, Andrea Phillips and M. Annette Little (2009) to assess the effectiveness of structured teaching programme on preventing conduct problems and improving school readiness among students and teachers of high risk schools. Data was collected from them before and after the intervention. The intervention included teaching social and emotional school curriculum for students and trains teachers in effective classroom management skills and in promotion of parent-school involvement. The study concluded that an intervention used by the teachers was effective and the students showed more social competence and emotional self-regulation and fewer conduct problems than control teachers and students.⁵

Over the past five years, the prevention of mental health disorders and promotion of mental health has increased significantly both in North America and abroad. In 1999, the World Federation for Mental Health and the Clifford Beers Foundation organized the First World Conference for the Promotion of Mental Health and Prevention of Mental and Behavioral Disorders. As the science of prevention has expanded and more interventions have proven effective in reducing risk for mental health disorders and in the promotion of health.⁶

Thus, it is clear that there is a need for research on behavioral problems among students, to guide, support and counsel them. The knowledge generated by this study can help the students to grow into happy individuals capable of shouldering, their responsibilities in life. The knowledge gained by this study can be used by the adolescents to influence their peers; hence they can help other students when needed. Therefore the study was under taken to explore the behavioral problems of adolescents.

OBJECTIVES OF THE STUDY

- To assess the pre-test and post-test knowledge scores of students regarding selected adolescent behavioral problems and its prevention.
- To determine the effectiveness of Structured Teaching Programme regarding selected adolescent behavioral problems and its prevention among students.
- To determine the association between pre-test and post-test knowledge scores of students with selected demographic variables.

RESEARCH HYPOTHESES

H1: There will be a significant difference between pretest and posttest knowledge scores of students regarding selected adolescent behavioral problems and its prevention after intervention.

H2: There will be a significant association between knowledge levels of students with their selected socio-demographic variables.

Assumptions

- The students may be unaware of selected adolescent behavioral problems and its prevention.
- The knowledge of students on selected behavioral problems and its prevention can be measured by structured knowledge questionnaire.

Delimitation of the Study

This study is limited to: -

- The students studying in selected colleges in District Srinagr.
- A period of 4 to 6 weeks
- A sample size of 60 students.

METHODOLOGY

Research Approach

Quantitative evaluative approach was considered appropriate to assess the knowledge of students regarding selected adolescent behavioural problems and its prevention.

Research Design

The research design selected for the present study was quasi experimental- one group pre-test and post-test design.

Variables under the Study

Dependent Variable

Knowledge of students regarding selected adolescent behavioral problems and its prevention is the dependent variable in this study.

Independent Variable

Structured teaching programme regarding selected adolescent behavioral problems and its prevention among Pre- university students.

Demographic Variables

Age, gender, educational status of the father, educational status of the mother, annual income of family, previous information about adolescent behavioural problems and source of information.

Setting of the Study

Selected College of Srinagar Kashmir.

Sampling Technique

In this study Simple random sampling technique (lottery method) was used to select the samples.

Sample

In the present study sample consisted of students studying at College of District Srinagr , who fulfil the inclusion and exclusion criteria.

Sample Size

The sample size was 60 students.

SAMPLING CRITERIA

Inclusion Criteria

- Students who are Studying in science department.
- Student who Know to read, write and speak English

Exclusion Criteria

- Students who are of commerce and arts group.
- Students who are not willing to participate in the study.
- Students who are not present at the time of study.

ANALYSIS AND INTERPRETATION

Demographic Characteristics

In the present study, the findings revealed that result indicate that 55% of respondents were in the age group of 17-19 years followed by 45% in the age group of 15-17 years and regarding gender majority (65%) of the respondents were found to be males as compared to females (35%) in the study group. With regard to educational status of the father, majority of the respondent's father 53.33% were graduates and above and 35% had secondary education and 6.67% had primary education. In regarding to educational status of the mother, majority of the respondent's mother 53.33% have secondary education, 28.33% were graduates and above, 13.33% primary education and no schooling 5%. In this study 71.67% have family income above 50,000 per year, and majority 60.00% have no previous knowledge about behavioral problems and 40.00% has heard about adolescent behavioral problems before. Regarding source of information, 60.00% respondents have no information so far, 16.67% got through mass media, 8.33% through friends, 8.33% through article in newspaper, 3.33% through teachers, 3.33% through family members respectively.

Table No. 1 Pretest and posttest mean knowledge on adolescents behaviour and prevention.

Aspect	Max.Score	Respondents Knowledge			Paired 't' test
		Mean	Mean %	SD	
Pretest	40	14.4	36	5.27	26.06
Posttest	40	32.7	81.75	3.05	
Enhancement	40	18.3	45.75	5.48	

The data presented in above table portrayed that pre-test and post-test mean knowledge on selected adolescent behavioral problems and its prevention is indicated in the table. Post-test has a highest mean% of 81.75% with standard deviation 3.05 and the enhancement of 45.75% with a SD 5.48 when comparing with pre-test mean percentage of 36% with SD of 5.27. The statistical paired- 't' test reveals that the enhancement of knowledge level from pre-test to post-test found to be significant at 1% in the aspect of the study.

CONCLUSIONS

The focus of this study was to evaluate the effectiveness of the structured teaching programme regarding selected adolescent behavioural problems and its prevention among pre-university students. In this study evaluative approach was used. 60 samples were drawn from population using simple randomization with lottery method. The data was collected by the structured knowledge questionnaire. Data was analysed and interpreted by applying the knowledge of the students regarding selected adolescent behavioural problems and its prevention was inadequate in the pre-test whereas the knowledge level has improved after structured teaching programme.

STP was effective in improving the knowledge of the pre-university students regarding selected adolescent behavioural problems and its prevention. There is a significant difference between the pre-test and post-test knowledge level. These scores were demonstrated by using paired -'t' test. The analysis of the mean and standard deviation of the knowledge score in pre-test and post-test revealed that the mean pre-test knowledge score was 14.40 whereas post-test score was 32.7. This high mean difference 18.3 shows the effectiveness of STP. Overall findings revealed the effectiveness of STP.

This study proved that there was significant association between the level of knowledge and socio demographic variables like age and previous knowledge regarding selected adolescent behavioral problems and its prevention and there was no significant association between level of knowledge and selected demographic variables namely gender, Educational Status of the father, educational status of mother, annual income of the family, source of information in both pre-test and post-test.

RECOMMENDATIONS

On the basis of the finding of the study it is recommended that:

- A similar study can be undertaken with a large sample for better generalization of the finding.
- A similar study can be done among high school students.
- A descriptive study can be done to identify the knowledge and attitude of students regarding prevention of behavioral problems.
- A similar study can be conducted to identify knowledge, attitude and practice among health personnel regarding care of adolescent behavioral problems.
- A comparative study can be conducted among pre-university students of urban and rural areas on management of adolescent behavioral problems.
- A comparative study can be conducted between the effects of self-instructional module and structured teaching programme.

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