



Effectiveness Of Structured Teaching Programme On Knowledge Regarding Traditional Play And Its Impact On Psychological Well-Being Among School-Going Children In Ludhiana, Punjab: A Quasi-Experimental Study

Ms. Kamaljeet Kaur¹, Dr. Sukhmanpreet Kaur²

¹Ms. Kamaljeet Kaur, Research Scholar, Desh Bhagat University, Mandi Gobindgarh, Punjab.

²Dr. Sukhmanpreet Kaur, Associate Professor, Desh Bhagat University, Mandi Gobindgarh, Punjab.

Abstract

Background:

Psychological well-being is a vital component of child development, influencing emotional stability, social interaction, and mental health. Traditional play activities provide opportunities for socialization, stress reduction, and emotional expression. However, increasing screen time and reduced outdoor play have negatively impacted children's psychological health.

Objectives:

To assess and evaluate the effectiveness of a structured teaching programme on knowledge regarding traditional play and its role in improving psychological well-being among school-going children.

Methods:

A quasi-experimental research design was adopted among 400 school-going children in selected schools of Ludhiana, Punjab. A stratified random sampling technique was used. A structured knowledge questionnaire was administered before and after the intervention. The structured teaching programme focused on traditional play and its psychological benefits. Data were analyzed using descriptive and inferential statistics.

Results:

Pre-test findings showed that the majority of children had inadequate knowledge regarding the psychological benefits of traditional play. Post-intervention, a significant improvement was observed, with a large proportion of children attaining moderate to adequate knowledge levels. The difference between pre-test and post-test scores was statistically significant ($p \leq 0.05$).

Conclusion:

The structured teaching programme was effective in enhancing knowledge regarding psychological well-being related to traditional play. Encouraging traditional play can promote emotional stability, social skills, and mental health among children.

Keywords: Traditional Play, Psychological Well-Being, School Children, Mental Health

Introduction

Psychological well-being refers to an individual's ability to manage emotions, maintain positive relationships, cope with stress, and function effectively in daily life. In school-going children, psychological well-being plays a crucial role in academic performance, behavior, and overall development.

Traditional play has been an integral part of childhood, involving group-based activities that encourage interaction, cooperation, and emotional expression. Games such as Kabaddi, Kho-Kho, and other indigenous activities provide opportunities for teamwork, communication, and stress relief, thereby contributing to better psychological health.

In recent years, there has been a significant decline in children's participation in traditional play due to increased use of digital devices and sedentary lifestyles. This shift has led to various psychological issues such as anxiety, stress, social isolation, and reduced attention span. Engagement in traditional play helps children develop resilience, improve mood, and enhance social competence. It provides a natural platform for emotional release and peer bonding, which are essential for mental well-being. Therefore, it is important to educate children about the psychological benefits of traditional play. Structured teaching programmes can be an effective approach to increase awareness and promote healthy behavioural practices among school-going children.

Objectives

- To assess pre-test knowledge regarding psychological well-being related to traditional play
- To evaluate the effectiveness of structured teaching programme
- To compare pre-test and post-test knowledge scores

Hypothesis

H1: There will be a significant difference between pre-test and post-test knowledge scores regarding psychological well-being among school-going children.

Methodology

The study adopted a quasi-experimental research design with experimental and control groups. The research was conducted in selected schools of Ludhiana, Punjab, among 400 school-going children selected using a stratified random sampling technique. Children aged 12–17 years were included in the study. A structured knowledge questionnaire was used to assess knowledge regarding traditional play and its psychological benefits.

Intervention

The intervention consisted of a structured teaching programme that covered various types of traditional games and emphasized the importance of play in promoting mental health. It also highlighted key psychological benefits, including stress reduction, emotional stability, improved social interaction, and enhanced concentration and attention among participants.

Data Collection Procedure

The data collection procedure was carried out in three stages. Initially, a pre-test was conducted in both the control and experimental groups to assess baseline knowledge. This was followed by the administration of the structured teaching programme to the experimental group. After the intervention, a post-test was conducted in both groups to evaluate the effectiveness of the programme.

Data Analysis

Data analysis was performed using both descriptive and inferential statistics. Descriptive statistics such as frequency and percentage were used to summarize the data, while inferential statistics, specifically the t-test, were applied to determine the significance of differences between pre-test and post-test scores.

Results

The findings of the study revealed that, before the intervention, the majority of children had inadequate knowledge regarding the psychological benefits of traditional play, as reflected in the pre-test scores. Following the implementation of the structured teaching programme, a noticeable improvement was observed in the knowledge levels of the experimental group. In the post-test, a significant proportion of children attained adequate knowledge, while the majority shifted from inadequate to a moderate level of knowledge.

Furthermore, statistical analysis showed a significant improvement in the experimental group, with a p-value of ≤ 0.05 , indicating that the structured teaching programme was effective in enhancing knowledge. Additionally, no significant association was found between knowledge scores and most demographic variables; however, family income showed a significant association with the level of knowledge.

Discussion

The findings of the study indicate that children initially had limited awareness regarding the psychological benefits of traditional play. This may be attributed to reduced outdoor interactions and increased engagement with digital devices. Following the structured teaching programme, there was a notable improvement in knowledge levels. This demonstrates that educational interventions are effective in enhancing awareness and promoting behaviours that support mental well-being. Traditional play provides opportunities for emotional expression, stress relief, and social interaction. Children engaged in such activities tend to develop better coping skills, improved mood, and stronger interpersonal relationships. Previous studies have also shown that play-based activities significantly reduce stress and anxiety levels while improving emotional regulation and social competence among children.

Conclusion

The study concluded that the structured teaching programme was effective in improving knowledge regarding psychological well-being associated with traditional play. Encouraging traditional play among school-going children can significantly enhance their emotional health, reduce stress, and promote overall psychological well-being.

Implications

Nursing Practice:

- Nurses can promote mental health awareness through play-based education

Education:

- Schools should integrate traditional play to support emotional development

Community Health:

- Awareness campaigns should emphasize the mental health benefits of play

REFERENCES

- Maria pilar (2020) Available from:
<https://www.sciencedirect.com/science/article/pii/S0277953617306639> 15. Seline Keating (2011). Nursing Care of Children-Principles and practice. 3rd Edition. New Delhi: Elsevier.
- Pellegrini, A. D., & Smith, P. K. (1998). Physical activity play: The nature and function of a neglected aspect of play. *Child Development*, 69(3), 577–598.
- JIPMER (2015). Impact of media use on children and youth. *Journal of paediatric and child health*, 8(5), 301-306. PMID: PMC2792691.
- DOCOMO (2015). A study on the impact of electronic media, particularly television and computer consoles, upon traditional childhood play and certain aspects of psychosocial development amongst children. *International Journal for Cross Disciplinary Subjects in Education (IJCDSE)*, 2(1), 294-303.
- Rohit Muli (2022). The use and experience of the new video media among children and young adults. *Journal of communication Research*, 17(1), 107-130. Available from:
<https://www.kreedom.com>>traditional
- Prakash, S., & Varma, R. (2020). Influence of mobile phone usage on cognitive and emotional development of children. *Journal of Pediatric Psychology and Behavior*, 12(3), 110–118.