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

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Abstract

Background:
Traditional play is an essential component of child development, particularly in enhancing physiological well-being. However, increasing dependence on electronic devices has significantly reduced children's engagement in physical activities, leading to adverse health outcomes.

Objectives:
To assess pre-test and post-test knowledge regarding traditional play and its role in physiological well-being among school-going children and to evaluate the effectiveness of a structured teaching programme.

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

Results:
Pre-test findings revealed that 99% of children had inadequate knowledge regarding physiological benefits of traditional play. After intervention, 47% achieved adequate knowledge and 49.5% had moderate knowledge. A statistically significant improvement was observed in the experimental group ($p \leq 0.05$), indicating effectiveness of the structured teaching programme.

Conclusion:
The structured teaching programme significantly improved knowledge regarding physiological well-

being associated with traditional play. Promoting traditional play can enhance physical health among school-going children.

Keywords: Traditional Play, Physiological Well-Being, Structured Teaching Programme, School Children

Introduction

Physiological well-being is a critical component of overall health in school-going children, encompassing physical fitness, strength, endurance, and proper functioning of body systems. The school-age period is vital for establishing lifelong health behaviours, including physical activity patterns that influence growth and development.

Traditional play, including games such as Kabaddi, Kho-Kho, and Gilli Danda, has historically played a significant role in promoting physical health among children. These activities involve running, jumping, balancing, and coordination, which contribute to improved muscular strength, cardiovascular fitness, and motor skills.

In recent years, there has been a noticeable decline in children's participation in traditional play due to increased screen time and sedentary lifestyles. This shift has led to various physiological issues such as obesity, poor posture, reduced stamina, and weakened immunity.

Educational interventions, such as structured teaching programmes, can play an important role in enhancing children's awareness regarding the importance of traditional play in maintaining physiological well-being. Therefore, the present study focuses on evaluating the effectiveness of such an intervention.

Objectives

1. To assess the pre-test knowledge regarding physiological well-being related to traditional play among school-going children.

2. To evaluate the effectiveness of a structured teaching programme on knowledge regarding physiological well-being.

3. To compare pre-test and post-test knowledge scores in experimental and control groups.

Hypothesis

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

Here is your content rewritten in proper format with headings, points, and brief descriptions:

Methodology

Research Design:

A quasi-experimental research design was adopted for the study, consisting of both control and experimental groups to assess the effectiveness of the intervention.

Setting:

The study was conducted in selected schools of the district Ludhiana, Punjab.

Sample Size:

A total of 400 school-going children participated in the study.

Sampling Technique:

Stratified random sampling technique was used to select the participants, ensuring representation from different groups.

Inclusion Criteria:

The study included children aged 12–17 years who were studying in the selected schools.

Tool:

A structured knowledge questionnaire was used to assess the children's understanding of traditional play and its physiological benefits.

Intervention:

A Structured Teaching Programme was provided to the experimental group to improve their knowledge of traditional play and its physiological benefits. The programme covered types of traditional games, the importance of physical activity, and the benefits of traditional play in enhancing strength, stamina, flexibility, and coordination.

Data Collection Procedure:

Data were collected in three phases. A pre-test was conducted in both control and experimental groups to assess baseline knowledge. The intervention was then given only to the experimental group. Finally, a post-test was conducted in both groups to evaluate improvement in knowledge and the effectiveness of the programme.

Data Analysis:

The collected data were analyzed using both descriptive and inferential statistics. Frequency and percentage were used for descriptive analysis, while the t-test was applied to determine the effectiveness of the intervention.

Results

The findings of the study showed a significant improvement in knowledge among the children after the intervention: During the pre-test, the majority (99%) of children had inadequate knowledge regarding the physiological benefits of traditional play. After the intervention majority of 47% of children achieved adequate knowledge, 49.5% of children achieved moderate knowledge, and only 3.5% remained in the inadequate category. A statistically significant improvement was observed in the experimental group ($p \leq 0.05$), indicating that the Structured Teaching Programme was effective in enhancing knowledge. No significant association was found between most demographic variables and knowledge scores; however, family income showed a significant association.

Discussion

The findings indicate that school-going children initially had poor knowledge regarding the physiological benefits of traditional play. This may be attributed to reduced outdoor activities and increased dependency on digital devices.

After implementation of the structured teaching programme, there was a significant improvement in knowledge levels. This suggests that educational interventions are effective in promoting awareness about physical health benefits of traditional play.

Traditional games inherently promote physical activity, which enhances muscular strength, endurance, flexibility, and coordination. These findings are consistent with previous studies indicating that active play improves physical fitness and reduces risk of lifestyle-related disorders.

Conclusion

The study concluded that structured teaching programme was highly effective in improving knowledge regarding physiological well-being associated with traditional play. Encouraging traditional play among school-going children can significantly contribute to their physical health and overall development.

Implications

Nursing Practice:

- Nurses can educate children and parents about benefits of traditional play.

Community Health:

- Promote outdoor play through awareness campaigns.

Education:

- Schools should integrate traditional games into curriculum.

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