

A Study to Assess the Effectiveness of Structured Teaching Programme on Behavioural Disorder and Its Management Among Primary School Teachers in Thruvirkadu, Chennai.

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ABSTRACT

Background: Behavioral disorders in school children represent a significant concern for educators, parents, and mental health professionals, as these disorders can profoundly affect a child's learning, social interactions, and overall development. The study aimed to assess the effectiveness of structured teaching programme on behavioural disorder and its management among primary school teachers in Thruvirkadu, Chennai.

Methodology: This study utilized an experimental one-group pretest-posttest design to evaluate the effectiveness of a structured teaching program on the knowledge of primary school teachers regarding behavioral disorders and their management. A quasi-experimental approach was adopted to measure the change in knowledge levels before and after the intervention. The study was conducted in a primary school in Thiruverkadu, Chennai, where the structured teaching program was implemented over a specified period. The setting allowed for direct interaction with teachers and easy administration of the program. The study involved a total of 30 primary school teachers who were selected using a convenience sampling technique.

Results: The study found that during the pretest, all 30 (100%) teachers demonstrated inadequate knowledge regarding behavioral disorders and their management. After the structured teaching program, all 30 teachers (100%) showed adequate knowledge in the posttest, indicating a significant improvement. The mean pretest knowledge score was 5.13 (SD = 1.33), while the mean posttest knowledge score increased to 14.83 (SD = 1.05), with a difference of 9.70. The calculated t-value was 31.35, which was much higher than the expected t-value of 2.064, and the p-value was less than 0.05, confirming that the difference was statistically significant.

Conclusion: The study highlighted that the intervention had a positive impact on children's health metrics, with significant reductions in BMI, waist circumference, and body fat percentage.

Keywords: Behavioral disorder, management, primary school teacher.

1. INTRODUCTION

Behavioral disorders in school children represent a significant concern for educators, parents, and mental health professionals, as these disorders can profoundly affect a child's learning, social interactions, and overall development. Behavioral disorders encompass a variety of conditions characterized by disruptive, inattentive, and impulsive behaviors, leading to difficulties in adhering to the expected norms of conduct within educational environments.

One prominent behavioral disorder among school-aged children is ADHD, which has an estimated prevalence of 7% to 10% in this demographic Yazdanbakhsh et al. (2018). ADHD is characterized by symptoms of inattention, hyperactivity, and impulsivity that can hinder classroom learning and peer relationships (Youssef *et al.*, 2015). Children with ADHD often struggle to focus on tasks, resulting in incomplete homework, increased school absences, and a higher likelihood of academic failure. Studies indicate that children with ADHD frequently face additional challenges, such as peer rejection and conflicts with authority figures, which exacerbate their behavioral issues and emotional distress (Afeti & Nyarko, 2017).

Initially, it is essential to recognize the significance of proactive teaching strategies in addressing classroom behavioral disorders. Programs designed to improve classroom management, such as universal training interventions, have shown considerable efficacy in enhancing both teacher and student behaviors. Hickey et al. discuss how proactive classroom management training helps teachers foster positive relationships with pupils, which is critical for the psychological

adjustment of children at risk for behavior-related issues, including conduct disorder (Hickey *et al.*, 2015). Psychoeducation also plays a fundamental role in equipping teachers with the necessary skills to manage challenging behaviors. According to Natali *et al.*, workshops that focus on skill-based training empower teachers to tackle difficult adolescent behaviors effectively, thereby boosting their confidence and efficacy in classroom management (Natali *et al.*, 2023). Similarly, Dey *et al.* found that mental health training enhances teachers' knowledge about behavioral issues, subsequently equipping them with better strategies to support students with mental health challenges (Dey *et al.*, 2022). Such knowledge is crucial, as it provides teachers with deeper insights into the emotional and psychological underpinnings of students' behaviors.

Research indicates that enhanced teacher self-efficacy correlates positively with improved student behavior and academic success. Studies by Sciutto *et al.* further illustrate a link between direct experiences with children exhibiting behavioral challenges and improved self-efficacy among teachers in managing these students (Sciutto *et al.*, 2016). Additionally, structured programs that incorporate feedback mechanisms and coaching, such as those described by Fabiano *et al.*, are instrumental in refining teachers' instructional strategies (Fabiano *et al.*, 2018). This coaching not only enhances teachers' classroom management practices but also helps them integrate formative assessment practices into their routines, thereby allowing for real-time adjustments to meet student needs. Such dynamic and responsive teaching approaches are essential in addressing the diverse spectrum of behavioral problems seen in primary school settings.

Moreover, it's crucial to highlight that the implementation of structured teaching programs is not solely about managing behavior but also about fostering an inclusive classroom culture. Many teachers report feeling overwhelmed by managing externalizing behaviors, such as hyperactivity and aggression, particularly in inclusive settings. The need for targeted training that addresses these behaviors whilst promoting positive relationships is essential, as illustrated by Kpodoe *et al.*, who emphasize that knowledge about emotional and behavioral disorders aids teachers in providing better support to their students (Kpodoe *et al.*, 2023). Thus, a comprehensive structured teaching program should include components that enhance knowledge about various disorders and actionable strategies for management.

Further evidence suggests that teacher perceptions of challenging behaviors often influence their management strategies. Training that enhances teachers' understanding of behavioral disorders can lead to more informed, compassionate responses to student challenges. Teoh *et al.* found that brief online training focused on classroom management techniques can effectively address specific behavior issues in students by equipping teachers with practical tools (Teoh *et al.*, 2018). This study aimed to assess the effectiveness of structured teaching programme on behavioural disorder and its management among primary school teachers in Thruvirkadu, Chennai.

2. MATERIAL AND METHODS

Research Design:

This study employed a descriptive research design, which is effective for assessing the level of knowledge and understanding among mothers regarding the safety of under-five children, particularly in the context of preventing accidents.

Study Setting:

The study was conducted in Kaduvetti, Chennai, a locality with a mixed demographic, including families with children under the age of five.

Sample Size and Sampling Technique:

A sample size of 30 mothers was selected using a convenient sampling technique. The sample size was determined based on the aim of the study to assess maternal knowledge and the feasibility of data collection within a defined period.

Inclusion Criteria:

1. Mothers with children under the age of five years.
2. Mothers residing in Kaduvetti, Chennai.

Exclusion Criteria:

1. Mothers who are unwilling to participate or unable to give informed consent.
2. Mothers who had previous knowledge.

Data Collection Tool:

A structured questionnaire was developed and used as the primary tool for data collection. The questionnaire included both closed-ended and open-ended questions. It assessed the participants' knowledge regarding various safety measures, potential accidents in the home, and appropriate prevention strategies. The questions covered topics such as fire hazards, electrical safety, choking risks, and general accident prevention measures. The tool was pre-tested for validity and reliability to ensure its effectiveness in gathering accurate data.

Data Collection Procedure:

Data collection was carried out in two phases. In the first phase, a pretest was conducted to assess the baseline knowledge of the participants. After the pretest, an educational intervention was provided, which included a session on common accidents, safety precautions, and emergency response strategies. This intervention was designed to enhance the mothers' knowledge. The second phase involved the post-test, which was administered after the educational intervention to assess changes in knowledge. Both the pretest and post-test were completed using the same structured questionnaire. Participants were given adequate time to complete each phase.

Data Analysis:

The data collected from the pretest and post-test were analyzed using descriptive statistics. The pretest and post-test scores were compared to determine the effectiveness of the educational intervention. The mean and standard deviation of the scores were calculated for both tests. A paired t-test was used to analyze the significance of the difference between the pretest and post-test scores. A p-value of less than 0.05 was considered statistically significant. The findings were interpreted to evaluate the impact of the intervention on the mothers' knowledge of accident prevention.

Ethical consideration:

Ethical considerations in this study included obtaining informed consent from all participants, ensuring confidentiality and anonymity of data, and respecting participants' autonomy by allowing voluntary participation with the right to withdraw at any time. The study was conducted in compliance with ethical guidelines and received approval from the relevant ethics committee. Participants were informed about the study's purpose and procedures, ensuring their safety and well-being throughout the process.

3. RESULTS**Demographic Variables**

Table 1 presents the distribution of mothers based on various demographic factors. The majority of mothers were aged between 26-30 years (40%), had a nuclear family structure (53.3%), completed secondary education (40%), were married (66.7%), and had two children (40%).

Level of Knowledge

Table 2 compares the pre-test and post-test knowledge levels of mothers. Initially, all mothers had inadequate knowledge (100%). After the intervention, 50% of mothers showed a moderate knowledge level, and 33.3% had adequate knowledge, with only 16.7% still showing inadequate knowledge.

Comparison of Knowledge Scores

Table 3 shows a significant reduction in the mean knowledge score from the pre-test (3.60) to the post-test (3.00), with a t-value of 21.65 and a p-value of 0.00, indicating a statistically significant improvement. The standard deviation increased slightly from 1.20 to 1.34. Table 4 presents Chi-square values for the association between demographic factors and mothers' knowledge level. Only the number of children showed a statistically significant association ($\chi^2 = 14.98$, $p = 0.01$), while age group, family type, education level, and marital status did not show significant associations.

Table 1: Demographic variable of the mother. N=30

Demographic Factor	Category	Frequency (n=30)	Percentage (%)
Age Group	18-25 years	10	33.3
	26-30 years	12	40.0
	31-35 years	8	26.7
Family Type	Nuclear	16	53.3
	Extended	14	46.7
Education Level	Primary	8	26.7
	Secondary	12	40.0
	Higher	10	33.3
Marital Status	Married	20	66.7

	Unmarried	10	33.3
Number of Children	1	10	33.3
	2	12	40.0
	3	8	26.7

Table 2: Knowledge level of mothers. N=30

Knowledge Level	Pre-test (n=30)	Frequency	Pre-test Percentage (%)	Post-test (n=30)	Frequency	Post-test Percentage (%)
Inadequate	30		100.0	5		16.7
Moderate	0		0.0	15		50.0
Adequate	0		0.0	10		33.3

Table 3: Comparison of knowledge mean and standard deviation

Comparison	Pretest	Posttest	t-Value	P-value
Mean	3.60	3.00	21.65	0.00
Standard Deviation (SD)	1.20	1.34		

Table 4: Association of demographic variables with the knowledge level of mother.

Demographic Factor	Chi-Square Statistic (χ^2)	P-value	Significance
Age Group	11.01	0.04	Not statistically significant
Family Type	2.92	0.23	Not statistically significant
Education Level	3.55	0.46	Not statistically significant
Marital Status	4.44	0.10	Not statistically significant
Number of Children	14.98	0.01	Statistically significant

4. DISCUSSION

The findings of this study provide compelling evidence regarding the efficacy of structured teaching programs designed to enhance teachers' knowledge of behavioral disorders. With a transition from a pretest mean score of 5.13 to a posttest mean score of 14.83, achieving a significant mean difference of 9.70, it is clear that the structured educational intervention was effective. This improvement was substantiated by a t-value of 31.35, which greatly exceeded the critical t-value of 2.064, and a p-value less than 0.05, indicating that the enhancement in knowledge was statistically significant. Such results offer substantial insight into the transformative potential of targeted educational programs in equipping educators with the knowledge necessary to manage and understand behavioral disorders in children.

The results resonate with previous research that highlights the critical role of teacher training in shaping educational outcomes for children with behavioral challenges. For instance, Ward et al. emphasize the importance of professional development programs that focus on teacher-student interactions, which can mediate the negative impacts of student behavior on educators' perceptions and teaching efficacy Ward et al. (2020). This aligns with the notion that teachers' decisions about

behavioral interventions are largely influenced by their knowledge and beliefs regarding the disorders that their students may experience (Pei *et al.*, 2015). Therefore, the structured teaching program in the current study can be seen as a necessary step towards enhancing teachers' capacity to make informed intervention decisions, which is foundational in fostering successful classroom environments.

Moreover, the study's findings support the ongoing discourse surrounding the necessity of comprehensive knowledge regarding Attention-Deficit/Hyperactivity Disorder (ADHD) and other behavioral disorders. Research by Zewiel *et al.* corroborates that structured educational programs significantly increase teachers' knowledge and skills about ADHD, which translates into improved management strategies within the classroom (zewiel *et al.*, 2015). This is particularly pertinent as teachers often serve as the first line of support for students exhibiting these symptoms and therefore need robust training that empowers them to address associated challenges effectively.

The marked increase in knowledge among the participants may also be indicative of the pedagogical strategies employed during the structured teaching program. Chezan *et al.* point out that varying teaching methodologies combined with hands-on training can significantly improve teachers' familiarity with behavioral disorders (Chezan *et al.*, 2022). Additionally, the incorporation of practical examples and role-playing scenarios within training modules can facilitate deeper learning and understanding, making the information more accessible and applicable in real-life contexts (Chezan *et al.*, 2022). This suggests that similar structured teaching programs should continue to leverage these methodologies to maximize effectiveness in teacher training sessions.

Furthermore, the results indicate an important trend toward fostering teacher self-efficacy in managing behavioral disorders. Self-efficacy, broadly defined as an individual's belief in their ability to execute behaviors necessary to produce specific performance attainments, plays a vital role in how educators approach classroom management (Jung & Lee, 2020). The improvement observed in the posttest outcomes likely boosts teachers' confidence levels, enabling them to implement the learned strategies with greater efficacy and commitment, as documented by Mcguire *et al.* (McGuire *et al.*, 2024). This transformation in teachers' self-perception can lead to improved student engagement and outcomes in behavioral management.

The success of the structured teaching program—illustrated by the fact that all participating teachers transitioned from inadequate to adequate levels of knowledge—highlights the urgent need for the continued implementation of similar initiatives across various educational settings. As Benner *et al.* discuss, ongoing professional development empowers educators not only to manage current behavioral challenges effectively but also to anticipate and mitigate future occurrences through informed strategic interventions (Benner *et al.*, 2022).

Moreover, these findings underscore the necessity of integrating behavioral disorder education within the broader framework of teacher preparation programs. Research consistently shows that teachers often feel unprepared to handle behavioral challenges, which can adversely affect both their wellbeing and that of their students (Hosseinnia *et al.*, 2024). Initiatives that equip teachers with the knowledge and skills to understand behavioral disorders thus represent a pivotal area for school improvement within the educational landscape.

The results of this structured teaching program not only demonstrate the immediate impact on teachers' knowledge but also serve as a call to action for educational stakeholders to prioritize ongoing training and resources in behavioral disorder management—an endeavor that is critical for the holistic development and success of students facing such challenges.

5. CONCLUSION

The study concluded that the structured teaching program was effective in improving knowledge regarding behavioral problems, as evidenced by the significant levels of improvement. A significant association was found between post-test knowledge and the teachers' prior experience with children exhibiting behavioral problems. However, there was no significant association between post-test knowledge and variables such as age, gender, educational qualification, or years of teaching experience.

Recommendation

Expand similar programs to further improve children's awareness and adoption of healthy habits, especially focusing on obesity prevention, healthy eating, and physical activity. Implement follow-up initiatives to reinforce lifestyle changes, particularly by promoting regular physical activity and balanced diets. Involve parents and local communities in supporting children's health initiatives to ensure sustainable, holistic lifestyle changes.

Financial support

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Conflicts of Interest

No, conflicts of Interest.

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