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Teachers' Attitude: Early Detection and Management of Behavioural And Emotional Problems Of Primary School Children

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ABSTRACT

Background: Children often suffer from various stressors and strains, and parents and teachers must know about the complexity of their kids. It is also the responsibility of parents and teachers to provide them with a completely healthy environment that is psychologically satisfying and socially acceptable. The mean post-test attitude scores of primary school teachers on early detection and management of behavioural and emotional problems of children will be significantly higher in the post-test of the experimental group than those of the control group as measured by the Attitude of Teachers towards Students with Behavioral problems (ATSB scale).

Objective: The study was conducted to assess the effectiveness of the Structured Teaching Module in changing the attitude of primary school teachers towards early detection and management of behavioural and emotional problems in students.

Materials and methods: A quantitative **e**valuative research approach was employed with a true experimental, pre-, and post-test research design. The sample consisted of 50 teachers in the experimental and control groups (n=100), selected using a simple random sampling technique.

Results: In the experimental group, the mean attitude scores of post-test two (A3) 169.62± 15.8, post-test one (A2) 148.78±18.432 were significantly higher than the pre-test (A1) mean knowledge score 83.76±4.47. In the control group attitude scores of post-test two (A3)83.53±6.24, post-test one (A2) 83.60±5.167 was higher than the pre-test mean score (A1) 83.6±5.17. There was an increase in the mean attitude scores in the experimental group (85.86%). In the control group also there was an increase (0.07%), which was minimal. The difference in mean percentage of the experimental and the control group is 40.04%.

Conclusion: The Structured Teaching Module was effective in developing a positive attitude toward the behavioural and emotional problems of primary school students among teachers.

Keywords: Attitude, Effectiveness, Structured Teaching Module; emotional and behavioural problems.

BACKGROUND

It's so important to recognize the significant role that environment plays in a child's development, especially during their formative years. Beyond the family, school, and neighbourhood environments can indeed present situations where children might become more susceptible to emotional and behavioural challenges.

Given that children often encounter various stressors, it becomes crucial for both parents and teachers to understand the intricacies of their young lives. Providing a comprehensive and

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healthy environment – one that is psychologically supportive and socially conducive – is a shared responsibility.[2]

Teachers are understandably keen to employ positive and interactive strategies rather than simply reacting to inappropriate behaviours. When addressing these behaviours, communicating care and concern is far more beneficial than resorting to punishment. Early identification and management of emotional and behavioural issues not only prove to be more cost-effective in the long run but also contribute significantly to the child's and the family's overall well-being and quality of life.

To minimize the occurrence of behavioural problems, a collaborative effort involving parents, teachers, and school staff in developing a behaviour plan can be highly effective. Such a plan can incorporate key elements like clearly communicating expectations, avoiding threats, fostering self-confidence, utilizing positive role modelling, and ensuring a positive learning atmosphere.[3]

According to The **National Family Health Survey** (NFHS) 2019-21 reported that in India approx. 26.5%; of the total population belongs to children under 15 years.[4]

Many mental health issues in young adults and the adults have their origin in childhood. Many times, when certain different behaviours can be observed in children families and elders assume it will fade away by time and as the child grows. Delayed treatment can worsen the condition. Early identification and initiation of appropriate treatment as well as support from all significant members in the family, and school teachers can correct/ prevent mental health issues on time.[5]

The study mainly aimed to provide an environment that includes keen observation on a child's behaviour pattern, a positive and supportive attitude, towards behaviour problems, which effective management for problem behaviour of children. Many interventions are emerging to prevent or reduce behaviour problems of children however investigator planned to develop a Structured Teaching Module.

PROBLEM STATEMENT

Effectiveness of Structured Teaching Module (STM) on attitude of Primary School Teachers regarding early detection and Management of Behavioural and Emotional Problems of children in selected schools at Betul, Madhya Pradesh.

OBJECTIVES

- To determine the pre-existing attitude scores on early detection and management of behavioural and emotional problems of children among primary school teachers.
- To develop the Structured Teaching Module (STM) on the Early Detection and Management of Behavioural and Emotional Problems of children among Primary School Teachers.
- To determine the effectiveness of the Structured Teaching Module (STM) in the early detection and management of behavioural and emotional problems of children among primary school teachers.
- To find out the association between pre and post-test attitude scores on early detection and management of behavioural and emotional problems in children among primary school teachers with their selected demographic variables.

HYPOTHESES

- **All hypotheses will be tested for level of significance at 0.05.**
- **H_1:** The mean post-tests attitude scores of primary school teachers on early detection and management of behavioural and emotional problems of children will be significantly higher in the post test of experimental group than that of control group as measured by Attitude of Teachers towards Students with Behavioural problems (ATSB scale).
- **H_2:** There will be significant association between the pre and post -test level of attitude scores of primary school teachers on early detection and management of behavioural and emotional problems of children with their demographic variables.

METHOD

The study adopted a Quantitative Evaluative approach with a true experimental research design of pre- and post-test with the control group. The sample size was determined by estimating the sample size by comparison of 2 means. The Power Analysis formula was used to calculate the sample size. As a population survey, it would be impractical for a low-prevalence disorder of emotional and behavioral problems of school children and in case was outside the budget as well as the scopes of the study. Within this constraint sample size must be based on an estimate of effect size i.e. meaningful in the context of the study. Hence sample size was calculated from a pilot study.

The sample size was determined by estimating the sample size for the comparison of 2 means. The **Power Analysis** formula used to calculate sample size is as follows;

$$n= \quad 2\sum^2 (z_\beta + Z_{\alpha/2})^2 / \text{difference}$$

Where, $Z_{\alpha/2}$ represents the designed level of statically significance (typically 1.96)

z_β represents the desired power (typically 0.842 for 80% power),

$\sum$ represents standard deviation of the outcome variables,

Difference represents the effect size.

Effect size is the difference in means of experimental and control group.

The pilot study was calculated with 60 samples i.e. 30 experimental & control group respectively. The data wasanalyzed using discipline and inferential statistical.

The computed findings are as follows;

The validity of standard deviation = 2.7

The mean difference =1.5

A value =0.842

B value = 1.96

$n= 2(2.7)^2 (0.842+1.96/1.5)^2$

$n= 114.3072/2.25$

$n=50.83$

The estimated sample size is 50.83. in equal sample size of 1:1 with 80% at 5% level of significance, the total sample size required is 101. To be conservative the sample size is rounded up. Hence in the present study 100 samples were recruited i.e

- Experimental group 50
- Control group 50

The study was conducted in 13 schools among 100 primary school teachers who gave their consent.

Development of tool for data collection: Data collection tools are the instruments, procedure scales, and observations used by the researcher to observe or measure the key variables in the research problem.[7] A set of self-administered attitude scales is used to collect opinions from primary school teachers regarding the behaviour and emotional problems of children.

Based on the objective of the study, the data collection tools were selected to obtain the necessary data. The tool has two sections, i.e., sections A and B.

Section A. Socio-Demographic characteristics

This was developed by the investigator in accordance with the needs of the present study. This tool was self administered and it elicited information of the primary school teachers on general information such as age, sex, education, professional qualification, years of experience, religion, monthly income, any additional course in emotional & behaviour disorder.

Section B: Likert Scale to Assess the Attitude of Teachers towards Students with Behavioural Problems (ATSB scale)

This section is intended to collect information from teachers regarding their attitudes toward students with behavioral and emotional problems. The ATSB scale had 42 items in 6 areas that is academic Performance, rules and regulations, communication and distractibility, disobedience, aggression and peculiar behaviour. The score which ranges from 1-5 according to the item which is strongly agree, agree, partially agree, disagree, and strongly disagree.

Structured Teaching Module

Structured teaching module is prepared based on the objectives, review of literature and expert opinion. The investigator prepared structured teaching module on information regarding behaviour, emotion, behavioral problem, emotional problem, causes of behavioural and emotional problem, sign and symptoms of behaviour and emotional problem, early detection and management of behaviour and emotional problem.

RESULTS

Table 1: Distribution of subjects according to their demographic characteristics:

(N=100)

Demographic characteristics	Control group (n=50)		Experimental group (n=50)	
	F	%	F	%
1. **Age in years** :				
21-30	19	38	17	34
31-40	6	12	6	12
41-50	11	22	16	32
51 and above	14	28	11	22
2. Sex :				
Male	17	34	12	24
Female	33	66	38	76
3. Education :				
Diploma	11	22	4	8
Under graduate	12	24	15	30
Post graduate	27	54	29	58
Mphil/Phd	0	0	2	4
4.Professional qualification:				
Diploma in education	20	40	25	50
Bachelor in education	25	50	18	36
Master in education	4	8	1	2
Montessori education	1	2	6	12
5.Years of education:				
0-5 years	22	44	20	40
6-10 years	7	14	6	15
11-15 years	6	12	5	10
16 and above	15	30	19	38
6.Type of family:				
Nuclear family	29	58	26	52
Joint family	21	42	24	48
7.Religion:				
Hindu	31	62	24	48
Muslim	4	8	2	4
Christian	15	30	23	46
Sikh	0	0	1	2
8.Monthly per capita:				
1000-5000	14	28	33	66
5001-10000	13	26	14	28
10001-15000	5	10	3	6
15001 and above	18	36	0	0
9.Any course to relate to emotional and behaviour problems :				
Yes	18	36	10	20
No	32	64	40	80

The highest percentage of primary school teachers were in the age group of 21-30 years in both the experimental (34%) & control (38%) groups, majority of them were female in the experimental (76%) & control (66%) group when compared to male in experimental (24%) & control (34%) group. Education level revealed that

the highest percentage of them are post-graduate in experimental (58%) & control (54%) group. Professional qualification in the experimental group depicts that the highest percentage (50%) of them had a Bachelor in Education & 40% of them had a Diploma in Education. In the control group, the highest percentage (50%) of them had a Diploma in Education, whereas 36% of them had a Bachelor in Education. The highest percentage in the experimental (40%) and control (44%) groups had 0-5 years of experience. Type of family depicts that the highest percentage of the experimental (52%) and control group 58% belongs to the nuclear family when compared to joint family in experimental (48%) &control group (42%). Religion shows that in the experimental groups highest percentage of them were Hindus both in the experimental & control groups (48%) & (62%) respectively. Monthly per-capita income that experimental (28%) & control group (66%) having Rs1000-Rs5000/- monthly income.

Bar diagram 1 reveals that pre-test attitude score among the experimental and control group shows that the highest percentage 80% & 74%, of them had a partially favorable attitude in the experimental and control group, respectively. Whereas almost similar 20% &26% had unfavorableattitudes in experimental and control groups, respectively.

In post-test one majority experimental group 72% & control group 78% had partially favorable

Table-2: Frequency and percentage wise distribution of Attitude scores

Attitude	Experimental group						Control group					
	Pre test		Post test one		Post test two		Pre test		Post test one		Post test two	
	f	%	F	%	F	%	f	%	f	%	f	%
Unfavourable	10	20	0	0	0	0	13	26	11	22	4	8
Partially favourable	40	80	36	72	13	26	37	74	39	78	41	82
Favourable	0	0	14	28	37	74	0	0	0	0	5	10
Total	50	100	50	100	50	100	50	100	50	100	50	100

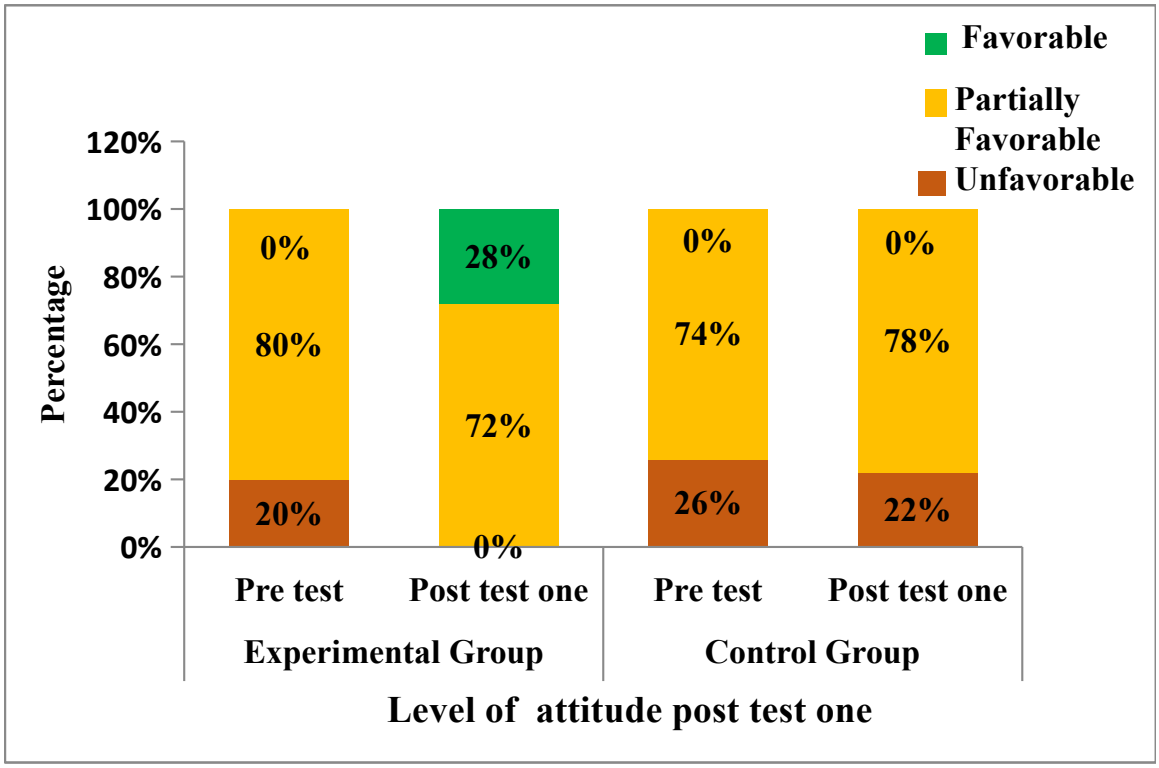

Fig. 1: Bar Diagram showing post test one attitude scores

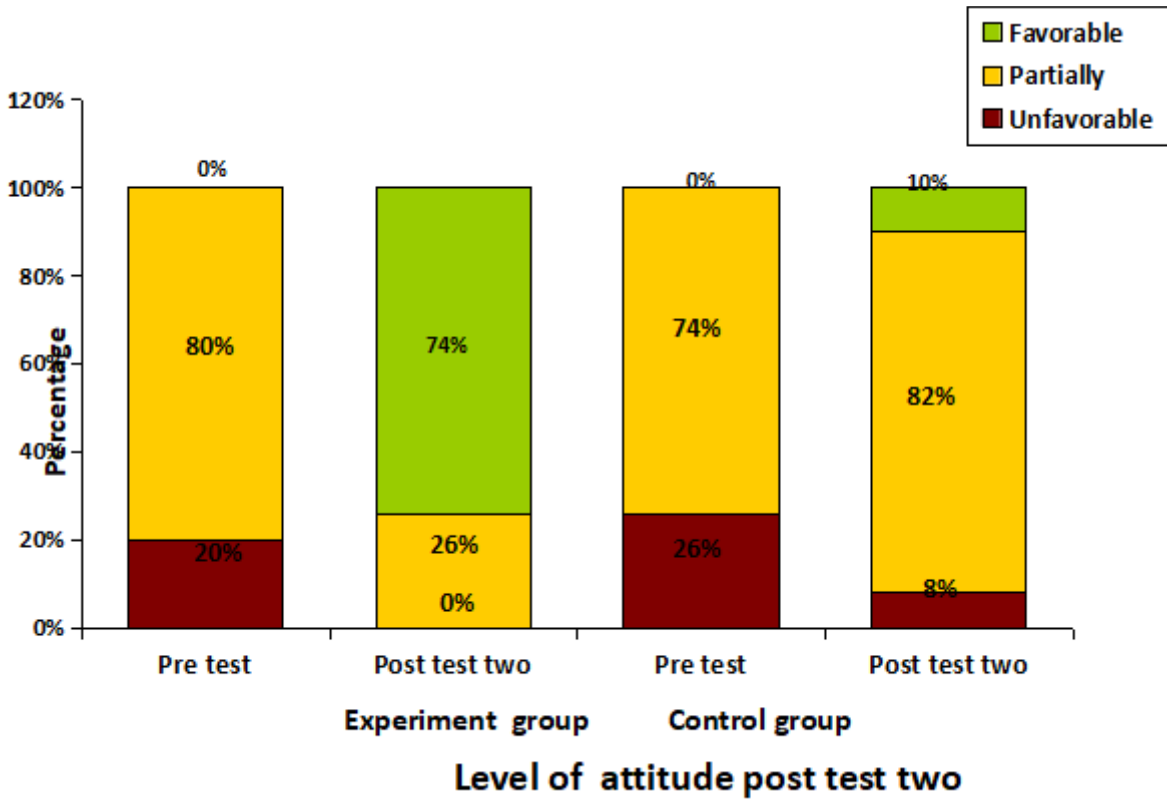

Fig. 2: Bar Diagram showing post test two attitude scores

attitude. Whereas 22% control group had unfavorable attitude. However 28% experimental group shows favorable attitude.

Bar diagram 2 showing post-test two attitude scores shows that (74%) & (10%) had favorable attitudes in the experimental and control groups respectively. Whereas 26% & 82% had partially favorable attitudes in the experimental & control groups, respectively. Only 8% had unfavorable attitudes among the control group

As shown in Table 3, in the experimental group,the mean attitude scores of post-test two (A3) 169.62± 15.8, post test one (A2) 148.78±18.432 were significantly higher than the pre-test (A1) mean knowledge score 83.76±4.47. In the control group attitude scores of post-test two (A3)83.53±6.24, post-test one (A2) 83.60±5.167 was higher than the pre-test mean score (A1) 83.6±5.17. There was an increase in the mean attitude scores in the experimental group (85.86%). In the control group also there was an increase (0.07%), which was minimal. The difference in mean percentage of the experimental and control groups is 40.04%.

The data is also present as line graph as shown in figure 3

ANOVA is a method used to compute the means of repeated measurement. An F test is used

Table 3: Comparison of pre- and post tests attitude scores before and after implementation of the Structured Teaching Module.

Observation		Experimental Group			Control Group			Difference in Mean%
		Mean	SD	Mean%	Mean	SD	Mean%	
Attitude	**A1**	83.76	4.47	38.96	83.6	5.17	38.88	0.08
	A2	148.78	18.432	69.2	83.60	5.167	38.88	30.32
	A3	169.62	15.8	78.89	83.53	6.24	38.85	40.04

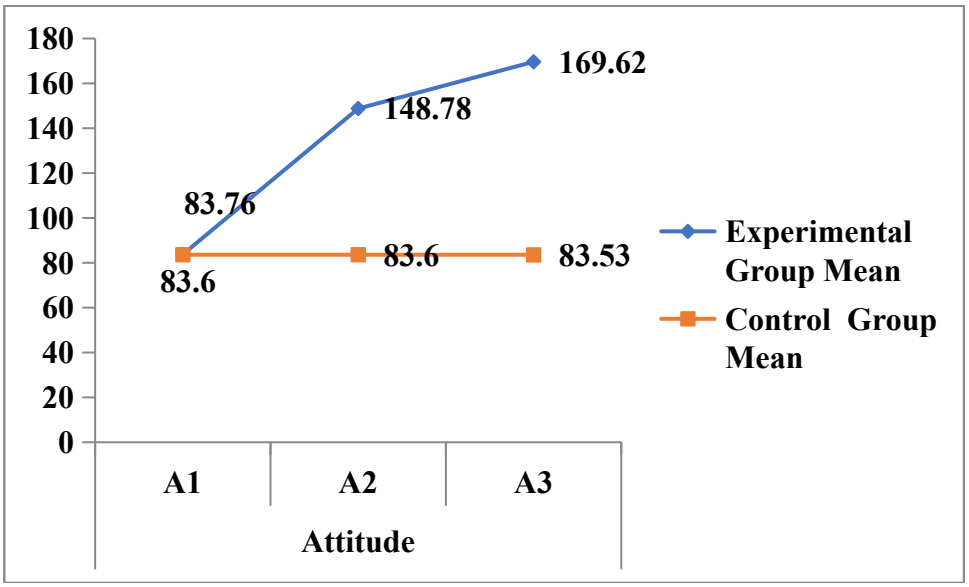

Fig. 3: Line diagram showing comparison of attitude score one among experimental and control group.

Table 4: ANOVA for repeated measure of attitude scores of experimental and control groups.

N=(50+50)=100

Observation		Experimental Group				Control Group			
		Mean	SD	F value	P value	Mean	SD	F value	p value
Attitude	**A1**	83.76	4.47	19.74	**p<0.001**	83.6	5.17	1.83	**0.945**
	A2	148.78	18.432			83.60	5.167		
	A3	169.62	15.8			83.53	6.24		

Table 5: Comparison of attitude scores within and between experimental and control groups through post hoc Bonferroni Test.

N=(50+50)=100

Observation Mean difference		Experimental Group			Control Group		
		SE	P value	Mean difference	SE	p value	
Pre test A1	**Post test one A2**	65.02	2.607	**p<0.001**	0	0.731	**0.945**
	Post test two A3	85.86	2.245	**p<0.001**	0.07	0.883	

to test the null hypothesis. The data presented in table 4 shows that there was a significant increase in attitude scores in the experimental group (F=19.74, p<0.001) than the control group (F=1.83=0.945). From the findings, it is clear that the intervention of the Structured Teaching Module was effective in changing the attitude of primary school teachers in the experimental group. Hence the research hypothesis is accepted. It is concluded that there is a change in attitude in the experimental group after the implementation of the Structured Teaching Module compared to the control group, which is minimal.

The post hoc Bonferroni test presented in table 5 shows that there was a significant difference in scores from pre-test to post-test both in the experimental and control groups **(p<0.001).** The mean difference was from 65.02 to 85.86 in the experimental group and 0 to 0.07 in the control group. The post hoc Bonferroni test showed the difference between the test and

consequent post-test was not by chance and there was high significance between the consecutive assessments. However, there was no significant difference compared to the control group in post-test one and two .

DISCUSSION

The present study data revealed 10 (20%) in experimental group and 13 (26%) in control group has unfavorable attitude, In the experimental group the mean attitude score post-test two (A_3) 169.62± 15.8,and Post-test one (A_2) 14.788± 18.432 was significantly higher than the pre-test mean attitude score 83.76± 4.47compared to control group,this finding was parallel to the findings of Chavhan A.N., Tendolkar V.D. (2018), &Nithya S. (2015) , that the mean pre test value is 6.040±6.040 and mean post test value is 40.47±2.528 ,mean scores of attitude before the educational program on primary school teachers was 20.± 7.42 and after the program was 46.60±7.58.[1]

In the present study, computed experimental group paired- t value (t=36.48 at p<0.001), which is similar to the study finding of Chavhan A.N., Tendolkar V.D. (2018), &Nithya S. (2015) ,thatThe calculated t value is 17.081 p<0.001&t-test (t=26.718) with (p=<0.0001) level of significance. It showed that the primary school teachers gained attitude toward behavior problem of children.

ANOVA repeated measures value (F=19.74, p<0.001) and Bonferroni test value (p< 0.001) found highly significant compared to control group.

The findings of the present study indicate significant improvement in attitude among the experimental group than the control group. Hence, it can be conclude that STM (Structured Teaching Module) is effective in terms of change in attitude scores.

Findings of Amal Shehata ,Enas Mahrous Abd El Aziz , Enam Abd El latifFarrag , Zeinab Hassan Hassan conducted study among primary school teachers knowledge and attitude towards ADHD were similar to the present study which showed that the mean scores of attitudebefore the educational program on primary school teachers was 50.28± 5.54 and after the program was 54.93±4.11. The statistically significance was proved through paired t-test (t=4.667). It showed that the primary school teachers gained attitude toward children with ADHD.[8]

RECOMMENDATION FOR FURTHER RESEARCH

- A similar study can be conducted in other settings.
- A comparative study can be done among urban and rural schools.
- A comparative study can be done among private and government schools.
- A similar study can be conducted among parents.
- A similar study can be conducted on a large number of samples.
- A similar study can be conducted through video-assisted teaching.

LIMITATIONS

- A limited time for data collection.
- The sample was selected from Betul Madhya Pradesh only.
- The study was confined to 100 samples.
- The study was limited to primary school teachers who fulfilled the inclusive criteria of the study.

CONCLUSION

The study concludes that there was a significant change in the attitude of subjects after the introduction of the structured teaching module. To assess the effectiveness of the planned teaching module "t" test was applied and the calculated t value was found significantly higher than the mean value of the post-test value. Thus it was concluded that a structured teaching module on behavior and emotional problems was found effective as a teaching module for improvement in the attitude of teachers towards the behavioral and emotional problems of children .

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Conflict of interest-Nil

ETHICAL CLEARANCE :Prior to the data collection written administrative permission was obtained from school authority dated 23.01.2022 reference no stmes.2022/01/029. Written informed consent taken from the school teachers before data collection. Confidentiality of the data was ensured through allotment of unique code.

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