



RESEARCH ARTICLE

A STUDY TO EVALUATE THE EFFECTIVENESS OF INFORMATION BOOKLET ON KNOWLEDGE REGARDING MANAGEMENT OF COMMON BEHAVIORAL PROBLEMS OF SCHOOL CHILDREN AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS AT SURGUJA DISTRICT, CHHATTISGARH

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ABSTRACT

Child behavioral problems are serious and may have indirect effect in the child's life in the future if not taken care of past. The growing years of a child are perhaps the most difficult a family ever has. It is during these years that a child comes to terms with various concepts of life, like family belonging, discipline, social norms etc. It is necessary to differentiate between mischievous children and child behavioral problems. The study was conducted for a period of 30 days in selected school of Ambikapur, Surguja district, Chhattisgarh. 60 primary school teachers were selected. self-structured questionnaire was used for data collection to assess the knowledge of primary school teacher. The research approach adopted for the study was evaluative with one group pre-test post-test design. The independent variable in this study was the informational booklet on management of common behavior problems of school children for primary school teachers and dependent variable were knowledge of primary school teacher regarding management of common behavior problems. In the post test the entire primary school teacher gained adequate knowledge about management of common behavior problems of school children in selected school. The result of the study showed that there was a difference between pre-test and post-test knowledge scores of the primary school teachers regarding management of common behavior problem of school children, where the pretest knowledge score reports primary school teachers 13.33% of the subjects had good knowledge, 85% of the subjects had average knowledge, 1.66% of the subjects had poor knowledge. Where as in post-test 50 % of the subjects had good knowledge, 50% of the subjects had average knowledge, none of them had poor knowledge.

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INTRODUCTION

Children are the future of the society. They are the most beautiful gift on earth. No children are perfect they need to be molded and shaped to make them perfect individuals in the society. Children under 16 years of age constitute over 40% of India's population and information about their mental health need is a national imperative. Identification and handling of behavioral problems of childhood is very essential because nation's most important and precious resource is its children who constitute its hope for continued achievement and productivity. Today we are passing through a stage where the mental health of youngsters is a matter of much concern for the educationists, psychologists and sociologists. ¹ According to ICD 10, Behavioral disorders with onset usually occurring in childhood and adolescence are hyperkinetic disorder, conduct disorders, mixed disorders of conduct and emotions,

emotional, disorders of social functioning with onset specific to childhood and adolescence, tic disorders, and other behavioral disorders with onset usually occurring in childhood and adolescence. Normal behavior in children depends on the child's age, personality and physical and emotional development. A child's behavior may be a problem if it does not match the expectations of the family or if it is disruptive. Developmental and behavioral issues require an in-depth examination of a child's medical, social, and family history. Difficult behaviors and academic concerns may develop secondary to medical problems, behavioral problems, delayed cognition and mood disorders. ² Teachers are working in various settings like rural and urban areas. From different researches and literature, it has found that there will be some variation in the level of knowledge among teachers working in urban and rural areas especially regarding mental health related issues. The children studying in rural school are getting less

attention from teachers in rural settings than in urban school. The reason for that is the teachers who are working in rural area often have less access to support services than their urban counterpart and fewer opportunities to attend in-service course. Even though current statistics reveal an escalating rise in child and adolescent issues, it is seen that these issues are getting noticed but are mostly going unaddressed due to lack of awareness and unavailability of guidance from professionals.³

NEED FOR THE STUDY

A nation's health depends on physically and mentally healthy citizens. According to WHO, Health is defined as "A state of complete physical, mental, social and spiritual well-being not merely the absence of disease or infirmity". In order to produce healthy citizens, it is necessary to concentrate our attention towards the well-being of our children. Today's child is tomorrow's adult. The studies conducted over last fifty years regarding behavioral problems of school children invite our attention towards them. Beyond our calculations the prevalence of different types of behavioral problems is extremely high among them. It is important to understand that children can start acting out when there are other stresses in their lives. It may be that there has been a death in the family, or their parents are having arguments, or they are being bullied at school. Reassuring the child and providing extra care may help to get them through these stressful times. But if the child doesn't feel better and their behavior doesn't improve, it is important to seek professional help, particularly if the problems last many months and are severe.⁴

The school is the major socialization institution for any child and is the foundation pillar on which the child's personality develops. It is the child's first contact with the world outside the house. For nearly 12 years a child spends 5-7 hours a day in the school. Children learn proficiencies in various abilities like, learning process and homework, social communications, handling emotions and the management of day to day interactions at home and school. In reality the growing child is dependent on the immediate environment i.e., the house and the school to meet his growth needs. The concern therefore extends to how the school facilities can be enhanced and improved to meet the growth needs of the children.⁵ Teachers should have the capacity to handle the children where they are newly exposed to new environment by using their knowledge and update their skills by having positive interaction with the children. Thus, a teacher can never truly teach unless he or she is still learning themselves. Teachers are the exact personnel in modifying the child's behaviour. They should be able to analyze the maladjustments of the children in the schools and try to solve them. The level of knowledge of teachers on behavioral disorders will be varying.⁶

Garg Sandeep, Pandey Arpan (2020) study conducted in Gujarat, India, to determine the knowledge of Primary school teachers regarding Selected Common behavioral Problems of Children. The results of the study shows that in pretest, primary school teachers were having on average 49.40% knowledge regarding selected common behavioural problems of children and mean score was 14.82 ± 3.372 and in posttest, average 75.83% knowledge regarding regarding selected common behavioural problems of children and mean score was 22.75 ± 2.802 . T calculated value is 33.233 which is more than the tabulated value of 2.00 at 0.05 level of significance.⁷

STATEMENT OF PROBLEM

A study to evaluate the effectiveness of information booklet on knowledge regarding management of common behavioral problems of school children among primary school teachers in selected schools at Surguja district, Chhattisgarh.

OBJECTIVES

To assess knowledge regarding management of common behavioral problems of school children among primary school teachers. To develop an information booklet on management of common behavioral problem of school children. To evaluate the effectiveness of information booklet on management of common behavioral problem of school children among primary school teachers. To find the association with pre-test knowledge score regarding management of common behavioral problem of school children and selected demographic variables

HYPOTHESIS

H₁: There is an increase in the level of knowledge score regarding management of common behavioral problem of school children after giving information booklet among primary school teachers at 0.05 level of significance.

H₂: There is a difference between pre-test and post-test knowledge scores regarding management of common behavioral problems among primary school teachers at 0.05 level of significance.

H₃: There is an association with the pre- test knowledge score regarding management of common behavioral problems of school going children and demographic variables at 0.05 level of significance.

METHODOLOGY

Research Approach: Evaluative research approach was used for this study.

Research Design: pre-experimental design with one group pretest-posttest design.

Research Setting: The present study was conducted on primary school teacher in Ambikapur for management of common behavioral problems of school children.

Sample: The sample for the present study comprised of primary school teachers of Ambikapur.

Sampling technique: In the present study non-probability sampling technique, namely convenient sampling was used to move the study more practicable and feasible.

Sample size: For the present study, 60 primary school teachers of Ambikapur were selected.

VARIABLE UNDER STUDY

Independent variable: In the present study the independent variable is the information booklet regarding management of common behavior problems of school children.

Dependent variable: In the present study the dependent variable is the knowledge of primary school teachers regarding management of common behavior problems of school children.

SAMPLING SELECTION CRITERIA

Inclusion criteria: The inclusion criteria of the present study were Primary School Teachers who are willing to participate in the study have more than 2 years of teaching experience are able to respond to the questionnaires.

Exclusion criteria: The exclusion criteria of the present study were Primary School Teacher who are: absent during the data collection. not going and interacting with the children daily.

PILOT STUDY

Pilot study was undertaken for which a formal permission was obtained from the principal of Ambika Mission School, Ambikapur. A convenient sampling and inclusion criteria were taken into consideration during sample collection. The total sample size was 6 primary school teachers from Ambika Mission School, Ambikapur. Spent 15-20 minutes with each teacher. 5 minutes were utilized to clarify their doubts and to give information booklet regarding management of common behavior problems of school children. The tool was found to be feasible to collect the required information. The samples did not experience any difficulty in understanding the tool. The analysis of the study revealed that the objectives of the study could be fulfilled. Finally the tool was adopted.

RESULT

Table 1. Over all knowledge score regarding management of common behavioral problems of school children among primary school teachers.(N=60)

(N=60)

GRADE	PRETEST		POST TEST	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
GOOD	8	13.33%	30	50%
AVERAGE	51	85%	30	50%
POOR	1	1.66%	0	0%

The data presented in table 1 show that, in pre-test 13.33% of the subjects had good knowledge, 85% of the subjects had average knowledge, 1.66% of the subjects had poor knowledge. Where as in post-test 50 % of the subjects had good knowledge, 50% of the subjects had average knowledge, none of them had poor knowledge.

Table 2. Overall mean, mean difference, mean percentage, standard deviation (SD) and 'Z' value between pre-test and post-test knowledge score (N=60)

Knowledge score	Mean	Mean difference	SD	"Z" Test	Table value
Pre- test	18.52	8.66	2.92	4.69	2
Post-test	21.29		3.52		

Table value $t_{(60)} = 2$, significant, $p < 0.05$

The table 2 shows that 'Z' test computed between pre-test and post-test knowledge score was statistically significant at 0.05 level of significance. The calculated 'Z' value (4.69) is greater than table value ($t_{(60)} = 2$). Hence the research hypothesis (H_1) is accepted at 0.05 level of significance is accepted.

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