

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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DOI: <https://doi.org/10.63001/tbs.2025.v20.i01.pp598-602>

KEYWORDS

Artificial Intelligence,
Health Monitoring,
ICU Patient,
Outcome Prediction.

Received on:

04-01-2025

Accepted on:

08-02-2025

Published on:

13-03-2025

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.

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 Thiruvirkadu, Chennai.

MATERIAL AND METHODS

Research Design

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.

Study Setting

The study was conducted in a primary school in Thiruvirkadu, 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.

Sample Size and Sampling Technique

The study involved a total of 30 primary school teachers who were selected using a convenience sampling technique. The teachers participated voluntarily in the study and were assessed both before and after the structured teaching program. The sample size was based on convenience, ensuring that all teachers in the school participated in the intervention.

Inclusion Criteria

- Primary school teachers working in the selected school in Thiruvirkadu, Chennai.
- Teachers who had a minimum of 1 year of teaching experience.
- Teachers who were willing to participate in the study and provide informed consent.
- Teachers who were available for both pretest and posttest assessments.

Exclusion Criteria

- Teachers who had received prior formal training on behavioral disorders and their management within the last year.
- Teachers who were on long-term leave or absent during the intervention period.
- Teachers who did not complete both pretest and posttest assessments.
- Teachers who were not willing to participate after receiving the informed consent.

Data Collection Tool

A structured knowledge questionnaire was developed to assess the teachers' knowledge of behavioural disorders and their management. The tool was designed based on literature and expert recommendations to measure:

- Understanding of different types of behavioral disorders.
- Knowledge of the causes and symptoms of behavioral problems in children.
- Familiarity with intervention strategies and classroom management techniques.

The questionnaire was validated by experts in the field of child psychology and education. It was pretested with a small group of teachers to ensure clarity, relevance, and reliability. The final tool consisted of multiple-choice questions (MCQs) and true/false statements, which were scored for correct responses.

Structured Teaching Program

The structured teaching program, developed based on evidence-based practices, focused on:

- Identifying common behavioral disorders in children.
- Understanding the psychological, social, and environmental causes of behavioral disorders.
- Teaching effective classroom management techniques to handle behavioral issues.
- Providing strategies for early identification and intervention for behavioral problems.

The program was delivered in a series of interactive sessions, including lectures, case discussions, and role-plays, lasting approximately two weeks.

Data collection Procedure

- **Pretest:** A baseline assessment was conducted before the intervention. All 30 teachers were asked to complete the knowledge questionnaire to evaluate their initial understanding of behavioral disorders and management strategies.
- **Posttest:** After the completion of the structured teaching program, the same questionnaire was administered to assess the improvement in knowledge. The posttest was identical to the pretest to ensure the accuracy of the comparison.

Data Analysis

The data collected from the pretest and posttest were analyzed using statistical methods:

- **Descriptive Statistics:** The mean, standard deviation, and frequency distributions of the knowledge scores were calculated.
- **Paired t-test:** To assess the statistical significance of the difference in knowledge scores between the pretest and posttest, a paired t-test was used. A t-value greater than the critical value (2.064) and a p-value less than 0.05 indicated a statistically significant improvement in knowledge after the intervention.

Ethical consideration:

The study adhered to ethical guidelines for research involving human participants. Informed consent was obtained from all participants, and confidentiality of their responses was ensured. Participation in the study was voluntary, and the teachers were allowed to withdraw at any time without any consequences.

RESULTS

Demographic Variables

Table 1 outlines the demographic characteristics of the 30 primary school teachers. The majority (40%) were in the 31-40 years age group, with more females (73.33%) than males (26.67%). Most teachers (40%) had 6-10 years of teaching experience, and 73.33% held postgraduate degrees.

Level of Knowledge

Table 2 shows that before the intervention, all 30 teachers (100%) had inadequate knowledge. After the structured teaching

Table 1: Demographic variable of the school teacher. N=30

Demographic Variable	Category	Frequency (n=30)	Percentage (%)
Age Group	21-30 years	5	16.67%
	31-40 years	12	40.00%
	41-50 years	10	33.33%
	51 years and above	3	10.00%
Gender	Male	8	26.67%
	Female	22	73.33%
Teaching Experience	1-5 years	6	20.00%
	6-10 years	12	40.00%
	11-15 years	10	33.33%
	16 years and above	2	6.67%
Educational Qualification	Undergraduate	4	13.33%
	Postgraduate	22	73.33%
	Others (e.g., Diploma)	4	13.33%

Table 2: Demographic variable of the school teacher. N=30

Level of Knowledge	Pretest (Teachers)	Posttest (Teachers)
Inadequate Knowledge	30 (100%)	0 (0%)
Moderately Adequate Knowledge	0 (0%)	0 (0%)
Adequate Knowledge	0 (0%)	30 (100%)

Table 3: Comparison of pretest and post test knowledge score

Variables	Pretest	Posttest	Difference	t-value	p-value
Mean Knowledge Score	5.13	14.83	9.70	31.35	< 0.05
Standard Deviation (SD)	1.33	1.05			

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

program, all teachers (100%) exhibited adequate knowledge, indicating a complete improvement.

Comparison of Knowledge Scores

Table 3 compares the pretest and posttest knowledge scores. The mean pretest score was 5.13, and the posttest score increased to 14.83, with a significant difference of 9.70. The t-value (31.35) and p-value (< 0.05) confirm that the improvement in knowledge was statistically significant.

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.

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

No, financial support.

Conflicts of Interest

No, conflicts of Interest.

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