



A STUDY TO EVALUATE THE EFFECTIVENESS OF INFORMATION BOOKLET ON KNOWLEDGE REGARDING BEHAVIORAL PROBLEMS OF SCHOOL CHILDREN AMONG PRIMARY SCHOOL TEACHERS AT SELECTED PRIMARY SCHOOLS, NELAMANGALA RURAL BANGALORE

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ABSTRACT

Background Of Study: A behavioral problem is a departure from normal (acceptable) behavior beyond a point, to the extent behavioral problems can manifest themselves in many ways. There are interchangeable terms for behavior disorders-disruptive behavior disorder, conduct disorders, emotional disorders, and emotional disturbances. The present study aimed to assess the effectiveness of information booklet on knowledge regarding behavioral problems of children among primary school teachers. **Methodology:**The study was carried among 60 participants in selected primary schools, Bangalore selected by non-probability convenient sampling technique. Collected data were analyzed using descriptive and inferential statistics. Pre experimental one group pretest, posttest design was adopted for the study..

Keywords: Information booklet, evaluate, behavioral problems, school children, primary school teachers.

INTRODUCTION

School age is the period between 6-12 years. Scholars are emerging as creative persons who are preparing for their future role in society. The school years are a time of new achievement and new experiences. Children's individual needs and preferences should be respected. Children who is productive and engaged in the school experience, whether academic or vocational, is not likely to become at - risk student.

- ✓ 1 All young children can be naughty, defiant and impulsive from time to time, which is perfectly normal. However, some children have extremely difficult and challenging behaviors that are outside the norm for their age.
- ✓ 2 The behavior of some children and adolescent are hard to change. Children do not always display their reactions to events immediately although they may emerge later. Children who suffer from behavior disorders are at a higher risk for school failure, suicide, and mental health problems.
- ✓ 3 A behavioral problem is a departure from normal (acceptable) behavior beyond a point, to the extent behavioral problems can manifest themselves in many ways. There are interchangeable terms for behavior disorders-disruptive behavior disorder, conduct disorders, emotional disorders, and emotional disturbances.
- ✓ Warning signs of behavior disorders include: • Harming or threatening themselves, other people • Damaging or destroying property • Lying or stealing • Not doing well in school, skipping school • Early smoking, drinking or drug use 1 Chapter I Introduction • Early sexual activity • Frequent tantrums and argument.
- ✓ 4 Children misbehave for a variety of different reasons. Children problems are often multi-factorial and the way in which they are expressed may be influenced by a range of factors including developmental stage,



temperament, coping and adaptive abilities of the family, the nature and duration of illness.³
Emotional Symptoms of Behavioral Disorders • Easily getting annoyed or nervous. • Often appearing angry. • Putting blame on others. • Refusing to follow rules or questioning authority. • Arguing and throwing temper tantrums. • Having difficulty in handling frustration.

- ✓ The early detection and treatment of children with behavioral problems at an early age may reduce treatment costs and improve quality of life of those children.

Effective way of reducing behavioral problems can be through behavioral plan developed by parents, teachers, children, administrators and school staff. Use positive interactive approaches that remove the need for inappropriate behavior. The components include, inform pupil what is expected, avoid threats, build self-confidence, use positive modeling and provide positive learning environment.

Teachers have been utilized for school health programmers in health status assessment and health education. Since there is considerable shortage at mental health professionals, schools' teachers can make important contributions in the promotion of mental health of children.

The opportunity that teachers have for interpersonal relationship greatly contribute to the mental health of children. In the light of the above-mentioned studies the investigator observed that the prevalence rate of psychiatric disorder in India is more in middle class children and the knowledge of teachers regarding behavioral disorder is inadequate. If the early identification of conduct disorder is not done in the child age, then they may go for antisocial personality disorder.

So, the investigator took up this study for primary school teachers so that it helps in early identification of behavioral problems among school children.

OBJECTIVES OF THE STUDY:

- ✓ To assess the knowledge of primary school teachers regarding Behavioral problems of school children in terms of pre-test knowledge scores.
- ✓ To evaluate the effectiveness of information booklet on knowledge of primary school teachers regarding behavioral problems of school children by comparing pre-test and post-test knowledge scores.
- ✓ To find the association between the pre-test knowledge scores of primary school teachers regarding behavioral problems of school children and selected demographic variables.

ASSUMPTIONS:

- ✓ The primary school children may experience some level of specific behavioral problems.

- ✓ Knowledge of primary school teachers regarding behavioral problems among primary school children is measurable.
- ✓ Informational guide sheet about specific behavioral problems of school children may help Primary school teachers to update their knowledge about specific behavioral problems of school children. Delimitations: The study is delimited to primary school teachers who are teaching in selected.

MATERIALS AND METHODS

Research Design:

One group pre-test and post-test design

Study Setting:

Primary Schools, Nelamangala Rural Bangalore

Study population:

School Age Children

Sample and sample technique:

Convenient sampling techniques

Data Collection Tools

SECTION I: Demographic data it consists of 7 items related to demographic data which includes age, gender, religion, educational status, class handled by the teacher, regarding specific behavioral problems.

SECTION II: Structured knowledge questionnaire of knowledge of school teachers regarding behavioral problems among school children.

Procedure of Data Collection

The research investigator had taken formal permission from head master primary school of nelamangala the method used for data collection as follows. the research investigator introduced himself and explained the purpose of study to hospitalized school aged children.

- ✓ The written consent was obtained from the subjects.
- ✓ Structured knowledge questionnaire information booklet on behavioral problems regarding behavioral problem.
- ✓ Post pretest was carried to Assessment of knowledge of school teachers about behavioral problems.
- ✓ Data collected was then tabulated and analyzed.

VARIABLES

Variables In quantitative studies, concepts are usually referred to as variables which may be qualities, properties or the characteristics of a person, things or situations that can change or vary. The variables for the present study were:



Independent variable: Information booklet.

Dependent variable: Knowledge.

CRITERIAS

Inclusion Criteria:

- ✓ Primary school teachers Available during the period of data collection.
- ✓ Willing to participate in the study.
- ✓ Teacher at selected primary schools of Bangalore.

Exclusion Criteria:

- ✓ Primary school teachers who are Sick at the time of data collection.
- ✓ Not willing to participate in the study.

RESULTS:

This chapter deals with the data analysis and interpretation of the study to “A study to evaluate the effectiveness of an information booklet on knowledge of primary school teachers regarding behavioral problems of children, in selected primary school of Bangalore.”

The data was collected on the basis of objectives and hypotheses formulated for the study. The objectives of the study are;

- ✓ To assess the knowledge of primary school teachers regarding Behavioral problems of school children in terms of pre-test knowledge scores.
- ✓ To evaluate the effectiveness of information booklet on knowledge of primary school teachers regarding behavioral problems of school children by comparing pre-test and post-test knowledge scores.
- ✓ To find the association between the pre-test knowledge scores of primary school teachers regarding behavioral problems of school children demographic variables.

HYPOTHESES and selected the following hypotheses are formulated for the study and will be tested at 0.05 level of significance.

H1: The mean posttest knowledge scores of primary school teachers regarding behavioral problems of school children, who have undergone the information booklet, will be significantly higher than their mean pre-test knowledge scores.

H2: The levels of knowledge of primary school teachers regarding behavioral problems of school children will be significantly associated with their selected personal variables. The analysis of the data is organized and presented under following sections; Section-I: Section-II: Demographic profile.

A. Distribution of pretest and posttest knowledge scores of respondents.

B. Distribution Respondent's Scores According to their Level of knowledge during pretest and posttest.

C. Effectiveness of information booklet D. Association between knowledge scores with selected demographic variables.

DISCUSSION

Nursing must embrace evidence-based practice but not discard the fine preparation in research that has taken place among nursing students in institutions over years. Nursing efficiency largely depends on decision making and psychomotor skills. It also depends on the ability of nurses in applying theoretical knowledge in patient care.

This chapter discusses the main findings of the research study and reviews that are in relation to the findings from the results of the present study. For this study the data was obtained from parents of selected primary-school, Bangalore.

In order to achieve the objectives of study, a pre-experimental design was adapted and 60 primary school teachers were selected by using Non probability convenient sampling technique fulfilling the inclusion criteria. This study intends to evaluate the information booklet on knowledge of primary school teachers regarding behavioral problems among primary school teachers.

The findings of the study have been discussed with reference to the objectives and hypothesis stated in the chapter 2 along with findings of other studies.

The computed Chi-square value for association between level of knowledge of primary school teachers regarding behavioral problems in children is found to be statistically significant at 0.05 levels only for source of information and is not found significant at 0.05 level for age, gender, religion, educational status, years of experience, and residential area. Similar study supported by Garg S. Pandya A, Ravindra HN on knowledge of primary school teachers regarding selected common behavioral problems of children. They found the results all socio-demographic variables were non-significant i.e. age, gender, educational qualification, teaching experiences, religion here p-value is more than 0.05 level of significance.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn.

This chapter presents the conclusions drawn, implications, limitations, suggestions and recommendations. The focus of the study was to evaluate the effectiveness of information booklet on knowledge of primary school teachers regarding behavioral problems of children, in selected school of Bangalore. A pre-experimental pretest and posttest design and evaluative approach was used. The data was collected from 60 samples through purposive sampling technique. The overall pretest knowledge of primary school teachers regarding behavioral problems among children was average and favorable respectively. There was a need for information booklet regarding behavioral problems among children. The findings of the present study have implications for nursing practices, nursing



education, nursing research, nursing administration and recommendations. The findings of the present study have implications for nursing practices, nursing education, nursing research, nursing administration and recommendations. A similar study on a larger and wider sample for a longer

period of time would be more pertinent in making broad generalizations. This study can be conducted in different settings in Government, private schools and in rural areas and then due results can be compared.

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