



# “PLANNED TEACHING PROGRAMME ON KNOWLEDGE OF PARENTS REGARDING SELECTED EMOTIONAL AND BEHAVIOURAL PROBLEM IN CHILDREN.”

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## Abstract

Children are in fact the real wealth of a nation. The Report on the Mental health (WHO,2001) estimates a global Burden of Serious Emotional disturbances in children and adolescents up to 15%. Further, one in ten young people suffers from mental illnesses, but one in five receives the needed treatment. The situation in large parts of the developing world is likely to be more alarming. Therefore, a pre-experimental approach, one group pretest post test design was adopted to find the effectiveness of planned teaching program through PowerPoint followed by the booklet on knowledge regarding selected emotional and behavioral problems of children was taken up. 30 parents were selected using purposive sampling. The investigator developed a structured questionnaire for data collection. Further, the booklet was restricted to hyperactivity disorders, anxiety disorders and conduct disorders only. The finding of the pre-test score revealed that most of 21(70%) parents had average (9-16) knowledge and 9(30%) parents had poor knowledge (0-8) regarding emotional and behavioral problem in the children. After providing the planned teaching program through booklet, 19 (63.33%) parents were found to have average knowledge score and 11(36.6%) parents found to have good knowledge. The mean post-test knowledge score was 16.14, which was higher than that of mean pre-test knowledge score of 9.46. The computed 't' value for knowledge score ( $t_{29}=18.8, p<0.05$ ) showed statistically significant value and suggested that the planned teaching programme was effective in increasing the knowledge of parents regarding emotional and behavioral problem of children.

**Key Words:** Planned teaching program, emotional and behavioral problems, hyperactivity disorder, anxiety disorder, conduct disorder.

## Background

Emotional or Behavioral Disorder (EBD) refers to a condition in which behavioral or emotional responses of an individual in school are so different from his/her generally accepted, age appropriate cultural norms that they adversely affect performance in such areas as self care, social relationships, personal adjustment, academic progress, classroom behavior, or work adjustment. **Forness & Knitzer(1992)**<sup>4</sup>.

The emotional or behavioral responses adversely affect educational or developmental performance, including intrapersonal, academic, vocational, or social skills. **Leena, M et al.(2002)**<sup>5</sup> conducted a study on the teacher's evaluation in 1998, it revealed that behavioral and emotional problem in schools has increased to about 74.7% and has become more severe over the past few years.

**Anita & Gaur (2003)**<sup>1</sup> conducted a cross section study to

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assess the prevalence of psychiatric morbidity among 6 to 14 years old children of both urban and rural area. The study revealed the prevalence of psychiatric disorder 4.5% in these children. It also revealed that prevalence was more in male children 18.37 % than in female children 14.44 %.

## Need of the Study

**Shoba Srinath et al.(2004)**<sup>9</sup>, in their study found 12.0 % prevalence rate of behavioral disorders in 4-16 yr old children. Enuresis, specific phobia, hyperkinetic disorders, stuttering and oppositional defiant disorder were the most frequent diagnoses. When impairment associated with the disorder was assessed, significant disability was found in 5.3 % of the 4-16 yr group.

**Ehsan Ullah Syed et al.(2007)**<sup>3</sup> Conducted study to know the prevalence of child mental health problems in Pakistan which seemed to be higher than that reported in studies from other countries. The Prevalence was higher amongst children attending community schools. Consistent with most studies, male children were at a higher risk than females. There was a need for developing