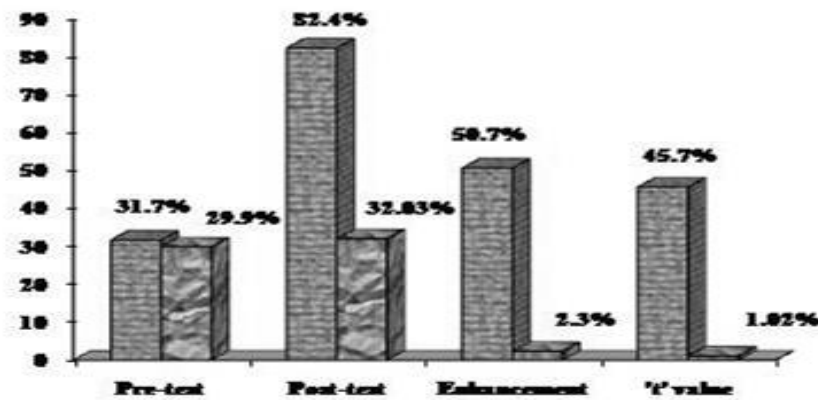


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RESEARCH ARTICLE

EFFECTIVENESS OF SELF-INSTRUCTIONAL MODULE REGARDING BEHAVIORAL PROBLEMS OF ADOLESCENTS FOR THE HIGH SCHOOL TEACHERS, ON ASSESSMENT AND REFERRAL OF THEIR STUDENTS WITH BEHAVIORAL PROBLEMS, NAMAKKAL DISTRICT, TAMIL NADU, INDIA

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ABSTRACT

A True experimental research, pre and post test with control and experimental group was undertaken to assess the effectiveness of self-instructional module regarding behavioral problems of adolescents for the high school teachers, on assessment and referral of their students with behavioral problems. Data were collected from 150 high school teachers selected by multi stage sampling technique in government high schools under Namakkal district through closed ended questionnaire and assessment checklist. Data were analysed by descriptive and inferential statistics. The overall post test knowledge and skill scores in experimental group showed the highest mean percentage of 82.5% and 77.6%. The knowledge and skill level improved after administering the SIM. In Comparison of pre and posttest knowledge and skill scores, the control group showed 't' value of 1.02 & 1.73 where as in experimental group the highest 't' value was 45.7 & 58.6 which shows the SIM was effective.

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INTRODUCTION

Adolescence is the most important period in one's life. It is a period of stress and strain, of day dream, of interest, affection and excitement. Adolescents are regarded as one of the valuable assets of any society. The emotional turmoil goes hand in hand with the physiological changes that occur in the body. The problems among adolescents have detrimental effect on their mental health and therefore needs special attention from the mental health professional. The teachers are the capable person to identify the behavioral problems of adolescents. The teachers will promote psychological competencies like decision making, self awareness, empathy and skills for coping with emotional stress among adolescents. Behavioral problems in adolescents include conduct disorder, emotional disorder, substance abuse caused by genetics, chemical imbalances, damage to the central nervous system, exposure to environmental toxins such as high levels of lead, exposure to violence, stress, divorce of parents, lack of support and conducive environment in home, community and school. The schools can act as a safety net to protect the children from hazards that affect their learning, behavior and psychological well being of the adolescents. School plays a central role in shaping the ideas, values and norms of adolescents. Teachers can play vital role in shaping the behaviors of adolescents because students spend considerable amount of their wakeful hours in school with the teachers.

Statement of the Problem

Effectiveness of self-instructional module regarding behavioral problems of adolescents for the high school teachers, on assessment and referral of their students with behavioral problems, Namakkal district, Tamil Nadu, India.

Objectives of the Study

To assess the

1. Knowledge of high school teachers on behavioral problems of adolescents
2. Skill of high school teachers on assessment and referral of adolescents with behavioral Problems.

Effectiveness of SIM on

1. Knowledge of high school teachers on behavioral problems of adolescents.
2. Skill of high school teachers on assessment and referral of adolescents with behavioral Problems.

To compare the

- a. Effectiveness of knowledge of high school teachers on behavioral problems of adolescents.

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- b. Effectiveness of skill of high school teachers on behavioral problems of adolescents.

To find out the association between

1. Post-test knowledge scores with demographic variables of high school teachers.
2. Post-test skill scores with demographic variables of high school teachers.

To determine the correlation

between the post-test knowledge and skill scores of high school teachers on behavioral problems of children.

Hypotheses

- H_1 : There will be significant difference between pre and post-test knowledge scores.
- H_2 : There will be significant difference between pre and post- test skill scores.
- H_3 : There will be significant difference in post-test knowledge and skill scores.
- H_4 : There will be significant association between post-test knowledge and skill with demographic variables.
- H_5 : There will be significant co-relation between the post-test knowledge and skill scores.

Conceptual Frame Work Based On Stetler’s Evidence Based Practice Model On Research Utilization To Facilitate Practice

RESEARCH METHODOLOGY

The research approach adopted for the study was experimental in nature with pretest and post test control group design. Structured Questionnaire was used to assess the knowledge of high school teachers regarding selected behavioral problems of adolescents. Assessment check list was used to assess their skill level in identifying behavior problems among their students. The Self instructional module was prepared for the teachers on behavioral problems of adolescents to find out the effectiveness of the study. Multi stage sampling technique was used to select the sample for the study. The sample consists of 150 (75 + 75) high school teachers teaching X, XI, XII, students studying in government co-education high schools under Namakkal district. Pre test was conducted for the teachers to assess their knowledge and skill on Behavioral problems in their students. Immediately after pre test, the Self Instructional Module was handed over to the teachers in treatment group individually. Post test was conducted for both experimental and control group of teachers after 15 days of implementation of the treatment. After one month again the teachers were followed up to assess the skill of them in assessment of Behavioral problems in their students.

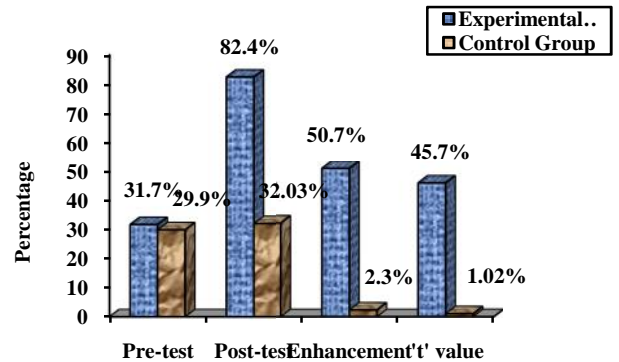
Major findings of the study

Majority of high school teachers (38.7%) were more than 45 years in experimental group whereas (47%) were in the age

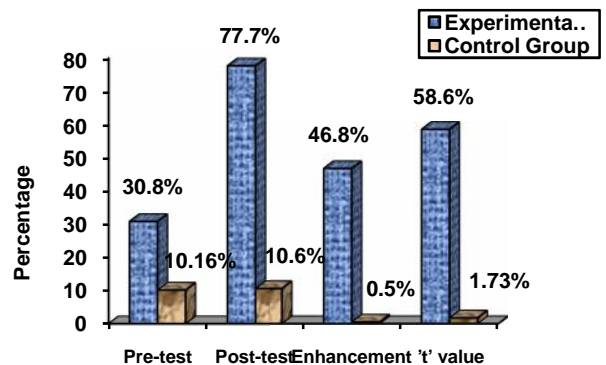
group of 25 – 35 years in control group. 52.3% & 75% of samples were females in experimental and control group. Both the groups, most of the samples (73.3% & 52%) were Hindus & majority were married (81.3% & 71%) whereas 57% in experimental group 52% in control group were qualified with master degree with M.Ed.

All the samples 100% were studied child psychology in their curriculum in both the groups. Regarding the class dealing, majority 36% & 39% were dealing the XII standard in both the groups. In view to referral, majority 44% referred the children to child specialist in experimental group and 70% referred the children to child specialist in control group

The overall post test knowledge and skill scores in experimental group showed the highest mean percentage of 82.5% and 77.6%.The knowledge and skill level improved after administering the SIM. In Comparison of pre and posttest knowledge and skill scores, the control group showed ‘t’ value of 1.02 & 1.73 where as in experimental group the highest ‘t’ value was 45.7 & 58.6 which shows the SIM was effective.



Comparison of pre and post test knowledge scores of high school teachers among experimental and control group



Comparison of pre and post test skill scores Of high school teachers among experimental and control group

During post test dimension wise comparison of knowledge and skill score in experimental group, the aspect “substance abuse” showed highest (62.64% & 47.07%) mean percentage. In the post test referral the table value shows that highest percentage 66% had referred the children to the psychologist.

No significant association was found between post test knowledge and skill scores of teachers when compared to their

demographic variables such as gender, religion, marital status, and class dealing with which standard ($p > 0.05$). Highly significant association was found between the post test knowledge and skill scores of teachers when compared to their demographic variables age, education, year of teaching experience and attended in service education programme ($p < 0.001$). Highly significant relationship ($r = 0.982$) was found between the post test knowledge scores and skill scores ($P < 0.0001$).

Recommendations Based On The Study

- A quasi experimental study can be conducted to evaluate the effectiveness of programmed instruction on knowledge and skills of teachers regarding behavioral problems of adolescents.
- A formal continuing education program must be conducted in all the schools regarding selected behavioral problems of adolescents and its identification and management.
- A study can be conducted in the urban and rural high schools to identify the prevalence of behavioral problems among adolescents.
- The study can be replicated using a large sample there by findings can be generalized for a large population.
- A study can be carried out to assess the knowledge and attitude of teachers regarding emotional needs of adolescents.
- A descriptive study can be conducted among high school teachers on skill of identifying the behavioural problems of their students.
- A quasi experimental study can be conducted to evaluate the effectiveness of structured teaching programme on referral of teachers regarding behavioral problems of adolescents.

CONCLUSION

The study concludes that the knowledge and skill of high school teachers were inadequate before introducing SIM. But after administering the SIM the behavioral problems of adolescents were recognized properly by the high school teachers and were able to refer the children to the concerned specialists depending on their problems. The result shows that there was enhancement in knowledge, skill and referral of children in high school teachers after administering SIM.

Finally the SIM was administered to the high school teachers in the control group to improve their knowledge on behavioral problems of adolescents thereby improving the level of skill in assessing their students with behavioral problems and referring them for treatment measures.

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