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Dr. Malathi KV

Associate professor,
Department of community
health Nursing, Sri Devaraj
Urs College of nursing Tamaka
Kolar, Karnataka, India

A study to assess the effectiveness of planned teaching programme on knowledge regarding health appraisal activities among primary school teachers in selected primary schools of Kolar taluk

Dr. Malathi KV

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Abstract

Background: In 1960, the government of India constituted a school health committee to assess the standards of health and nutrition of school children and suggest ways to improve them. In spite of these efforts to improve school health, the health services provided at school are hardly more than a token service because of shortage of resources and insufficient facilities. Health appraisal is a major component of school health program. The role of the school teacher is very important and fundamental in school health services, participation of the teacher in child care is of great value and there is no substitute for this. Thus, the researcher felt that need to conduct the study and evaluate the effectiveness of structured teaching program for school teachers on health appraisal of school children.

Objective of the study: Assess the knowledge on health appraisal activities and to effectiveness of planned teaching programme on knowledge regarding health appraisal activities. An evaluate approach with one group pre-test post-test design was adopted for this study. The study was conducted at selected primary schools kolar taluk. By convenient sampling technique 60 primary school teachers who are working at government schools were selected. An evaluate approach with one group pre-test post-test design was adopted for this study. The study was conducted at selected primary schools kolar taluk. By convenient sampling technique 60 primary school teachers who are working at government schools were selected. Results revealed that the mean post test score of the subjects which was 3.95 % was higher than the mean pre-test score 2.82%. At a level of significance of <0.05 the calculated t-value obtained from paired t-test was 7.673 which was higher than the critical value of 1.95. Showing that the improvement in knowledge score was significant.

Conclusion: Finally study concluded that planned teaching programme was effective in improving knowledge on health appraisal activities.

Keywords: Programme, planned teaching, insufficient facilities

Introduction

School health is an important branch of community health. According to modern concepts School health service is an economical and powerful means of raising community health more important, in future generations. The school health service is a personal health service. It has developed during the past 70 years from the narrower concept of medical examination of children to the present day broader concept of comprehensive care of the health and wellbeing of children throughout the school years.

Need for the study

Health is a crucial branch of community health, in compliance to modern concept, school health service is an economical and powerful means of increasing community health, and more important. The beginning of school health service in India dates back till 1909, the Bhorr community (1946) reported that school health services were practically non-existent in India, and where they existed, they were in an under-developed state. In 1960, the government of India constituted a school health committee to assess the standards of health and nutrition of school children and suggest ways to improve them. In spite of these efforts to improve school health, the health services provided at school are hardly more than a token service because of shortage of resources and insufficient facilities. School health is one part

Corresponding Author:

Dr. Malathi KV

Associate professor,
Department of community
health Nursing, Sri Devaraj
Urs College of nursing Tamaka
Kolar, Karnataka, India

of educational programme through which changes are brought about in knowledge, skills and behaviour for a healthy living [1].

In India, about 30% of the total population is comprised of school going children. Thus, school children constitute a vital and substantial segment of population.⁷

School children particularly in developing countries face various health problems which hamper their normal growth and development. Most of the diseases which cause illness and morbidity in later life have its roots in minor ailments neglected during this period. A health survey was conducted in Indian schools and the results showed that the morbidity and mortality rates of school children are among the highest in the world. Only 40% of the school children are found to be healthy and free from defects, 33% are malnourished, 3.4% have defective vision, 20% diagnosed with tuberculosis and other diseases.⁸

Hence, school teachers should have adequate knowledge and skill regarding health care school children. And also adequately trained to take care the school children related to their health aspects Hence the researcher felt that enhancing the knowledge regarding health appraisal activity will help them to promote health of school children.

Objectives of the study

1. To assess the level of knowledge on health appraisal activities among primary school teachers.
2. To assess the effectiveness of Planned teaching programme on knowledge regarding health appraisal activities among primary school teachers.
3. To determine the association between knowledge with selected socio demographic variable

Hypothesis

1. **Ho1**-There is no significant difference between pre- test and post-test knowledge scores Primary school teachers.
2. **Ho2**-There is no significant association between post - test knowledge score with selected socio-demographic variables.

Variables

1. **Independent variable:** Planned teaching program
2. **Dependent variable:** Knowledge of primary school teachers
3. **Attribute variables:** Personal characteristics which include, teacher’s age, gender, qualification, area of working, total year of experience of primary school

teachers.

Material and Methodology

The Present Study Adopted evaluative approach with one group pre-test and post-test design. By using Convenience sampling technique 60 primary school teachers were included in the study institution ethical clearance was obtained prior to the study commencement. Followed by permission obtained from Block educational officer and all the study participants. Finally the data was collected by using structured knowledge questionnaire. Data analysis carried out by descriptive statistics and inferential statistics according to the objectives of study

Results

The results were discussed based on the objectives

Table 1: Socio demographic data of study participants as follows

Socio demographic variable	Category	Frequency	Percentage
Age in years	25-35	4	6.60%
	36-45	17	28.40%
	46-60	39	65%
Gender	Male	15	25%
	Female	45	75%
Qualification	D.ED	27	45%
	B. ED	28	46%
	M.ED	4	6.10%
	CPED	1	1.50%
Working area	Rural	18	30%
	Urban	42	70%
Experience	5-10.	6	10%
	11-15.	3	5%
	16-20.	13	21%
	>21	38	63%
Previous knowledge	Yes	5	8.60%
	No	55	91%

Table 2: Assess the overall knowledge of primary school teachers regarding health appraisal activities at selected primary schools in kolar taluk

	Pre test		Post test	
	F	%	F	%
Inadequate <50 %	40	67	01	1.7
Moderately adequate 51-75%	20	33	42	70
adequate>76%	-	-	17	28.3
Total	60	100	60	100

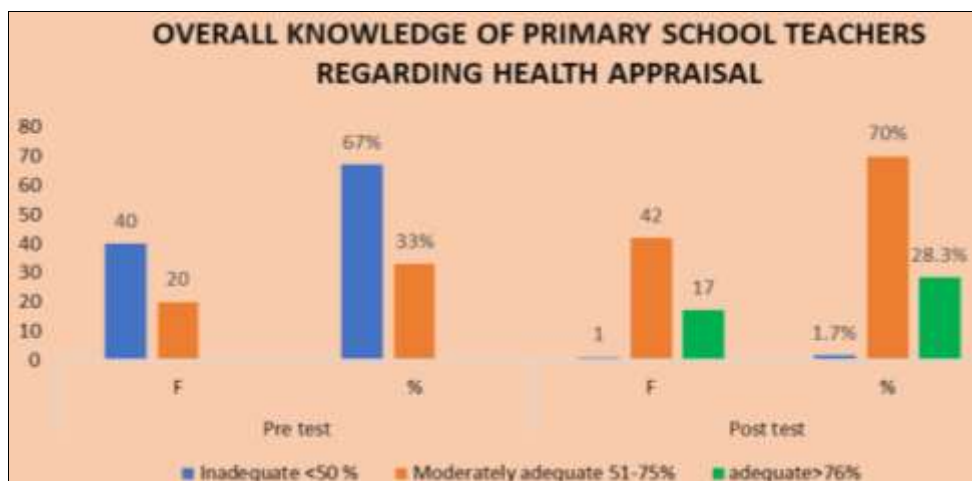


Fig 1: Overall knowledge of primary school teachers regarding health appraisal

The data presented in above table (2) and diagram (1) reveals that in pre-test 40(67%) of them had inadequate knowledge, and 20(33%) of them had moderately adequate knowledge and none of them had adequate knowledge. whereas in post-test 42(70%) of them had moderately adequate knowledge, whereas 1(1.7%) of them had inadequate knowledge and only 17(28.3%) of them had adequate knowledge.

Table 3: To evaluate the effectiveness of planned teaching programme regarding health appraisal activities by Comparing between pre-test and post-test knowledge scores of primary school teachers

Group	Mean	SD	Paired 'value	p value value	Inference
Pre -test	14.1	2.89	7.67	<0.05	SS
Post-test	19.7	4.23			

The above table (3) represents, the pre-test mean knowledge score on health appraisal activities was 14.1 with standard deviation 2.89 in whereas post-test scores was 19.7 with standard deviation 4.23. The estimated "t" value was 7.67.* which is significant at $p < 0.05$. It shows that planned teaching programme was effective in improving the knowledge level regarding health appraisal activities among primary school teachers. Hence the null hypothesis (H_1) is accepted.

IV: To determine the association between knowledge scores regarding health appraisal activities among primary school teachers

For the association between knowledge score with socio-demographic variables, There were five selected variables and four were tested with the level of knowledge with regard to age, The obtained chi-square value was 0.01 which was less than the table value indicating that there was no significant association between knowledge score with socio-demographic variables at <0.05 level Hence the null hypotheses was accepted.

Discussion

Findings of the study was supported by Mr. Prasannakumar and Mr. Rudramuniswamy. 2006 to asses the Effectiveness of Planned Teaching Programme on knowledge regarding health appraisal activities among primary school teachers in selected primary schools. The findings of the study revealed that the primary school teachers had moderate knowledge regarding the health appraisal of school children. Data shows that majority 26 (52%) had moderate knowledge and 24 (48%) had inadequate knowledge regarding health appraisal of school children in the pre-test. It also revealed that the mean post-test knowledge score (24.16) was higher than the mean pre-test knowledge score (14.06).

Where as in present study mean pretest score was 14.1 with standard deviation 2.89 and post test score 19.1with standard deviation 4.83 which shows teaching programme was effective in improving the knowledge on health appraisal activities among primary school teachers.

Limitation of the study

- This study is limited to primary school teachers of selected schools under kolar taluk.
- The study did not use any control group
- Only a single domain that is knowledge is considered in the present study.

- The sample limited to 60 only.

Recommendations

Based on the findings of the study the recommendations are made:

A similar study may be conducted on a large sample for wider generalization.

A similar study can be conducted rural and urban school teachers.

A similar study can be conducted at unprivileged/ slum/residential schools.

Knowledge and practice can be observed and compared.

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