

Teaching Strategies on Selected Health Problems Among School Children

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A study was conducted to evaluate the effectiveness of two teaching strategies for primary school teachers on selected health problems among school children, in Anekal Taluk, Karnataka State by Esther Shirley S., in partial fulfilment of the requirement for the degree of Master of Science in Nursing, at St. John's College of Nursing, Bangalore University, during the year 1997-98.

The objectives of the study were :

- 1) To determine the pre-test knowledge of primary school teachers on selected health problems in children.
- 2) To determine the post-test knowledge of primary school teachers who have undergone STP and provided with an information booklet on selected health problems in children and those who are provided with only the information booklet.
- 3) To find out the effectiveness of two teaching strategies in terms of gain in knowledge in the area of selected health problems in children with regard to causes, detection and prevention. To determine the relationship between pretest knowledge scores and personal char-

acteristics, that is age, sex, educational qualification, years of experience, health education and exposure to in-service education.

The conceptual framework adopted for the study was based on Stufflebeam's Context, Input Process and Product (CIPP) model. The research approach adopted for the study was evaluative. The research design selected for the study was pretest, post-test, two experimental group design, which is a quasi experimental design to measure the effectiveness of two teaching strategies.

Probability sampling - Stratified random sampling was used to select the samples of this study. Initially a sample of 179 teachers were selected based on the staffing pattern of the schools. These 179 samples were given a pretest and analysis was matched with their baseline variables. Outliers with extreme scores omitted and the sample was shortlisted to 150. Out of these 150 samples, 75 were allotted randomly to form experimental group I, and 75 were selected to form the experimental group II.

The tool used for the data collection was structured-knowledge questionnaire which comprised of 10 items on background data, nine items on school health programmes and 33 items on knowledge test. The reliability of the tool was estab-

lished by split half technique and Spearman's/Brown Prophecy formula, with $r=0.81$ for knowledge test. The structured teaching programme (teaching strategy I) in two sessions of 45 minutes each was developed. STP session 1 was regarding causes, detection and prevention of dental problems and Vitamin A deficiency. STP session II was about causes, detection and prevention of anaemia and scabies. The information booklet (teaching strategy II) was developed based on the contents of the STP for primary school teachers. Pretest was administered to 179 primary school teachers on 1st, 2nd and 3rd day respectively. STP was administered to experimental group on 11th / 12th day and the information booklet was distributed to experimental group II at the same time. Post test for both the experimental groups I and II was administered six days after the administration of teaching strategies, that is on 18th, 19th and 20th day respectively using the same tool for pretest and post test.

Data gathered were analysed using descriptive and inferential statistics in terms of frequencies, percentage, mean, median, modified gain, standard deviation, and 't' values.

The major findings of the study were that the primary school teachers had inadequate knowledge in all the four selected health problems. Teaching strategies I and II increased the knowledge 

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scores of private school teachers belonging to I and II respectively in the areas of causes, detection and prevention of selected health problems. The mean post test scores were significantly higher than the mean pretest score of experimental group I $t(74)=34.36$ $p<0.01$. The mean post test scores were significantly higher than the mean pretest score of experimental group II $t(74)=36.47$ $p<0.01$. The mean gain in scores of experimental group I was comparable with that of the mean gain in scores of experimental group II. Although this comparison was not significant $t(148)=1.5$ $p>0.05$, indicating that both teaching strategies 1 and 11 were equally effective in

increasing the knowledge of primary school teachers on selected health problems among school children. Based on the findings the following recommendations are proposed for future research i) A similar study may be replicated using a larger sample thereby findings can be generalised, ii) A similar study may be conducted with all major health problems of school children of primary and secondary level for teachers working in lower and higher primary schools. iii) A follow up study may be conducted to evaluate the effectiveness of two teaching strategies on causes, detection and prevention of selected health problems by assessing the prac-

tices and skills of primary school teachers in their settings and the problems encountered. iv) A comparative study may be conducted using other teaching strategies like peer group education, small group and individual teaching methods using audio visual aids and electronic media. v) A concentrated effort should be made to increase the awareness among the primary school teachers of their role in the total School Health Services; vi) A study may be conducted for higher school teachers on other aspects of school health in the areas of AIDS, Sex education, and STD to assess their knowledge.



Announcing TNAI Workshop on Nursing Management of Patients with Trauma and Accidents January 24-31, 2001

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- ◆ Registration fee is Rs. 1500 per participant
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- ◆ Local participants Rs.70 per day, per person (lunch and tea twice).

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Sheila Seda
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