



A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING MANAGEMENT OF AGGRESSIVE BEHAVIOR AMONG HIGHER SECONDARY SCHOOL STUDENTS BILASPUR (C.G.)."

Dr. Jinto Mathew ¹, Hemant Dahariya²

¹ PhD in Mental Health Nursing and Professor in College Of Nursing Apollo Hospitals
Bilaspur,

² Bsc Nursing 4th year Student in College Of Nursing Apollo Hospitals Bilaspur.

ABSTRACT

A study to assess the effectiveness of structured teaching programme on knowledge regarding Management of aggressive behaviour among higher secondary school students Bilaspur. A research project was undertaken by research group 2nd, B.Sc Nursing 4th year, College of Nursing Apollo Hospitals Bilaspur. Aggression any form of behaviour directed towards the goal of harming or injuring another living being. Subcategories of aggressive behaviour, such as physical and verbal aggression, spontaneous and reactive aggression, individual and group aggression. The present study was conducted with the objective of a descriptive study to assess the effectiveness of structured teaching programme on knowledge regarding management of aggressive behaviour among higher secondary school students Rajkishor Nagar Bilaspur and find out association between knowledge and demographic variables. The actual data collection procedure is done on 6 October 2023, random selection technique is used for selection of samples, the entire sample were taken from Rajkishor Nagar Bilaspur, Variables for descriptive study are age, residence, class, gender and previous knowledge. The data was gathered and analysed by inferential statistics. We found that there is significance association between knowledge level and demographic variables such as age, residence, class, gender, and previous knowledge. The finding of the study reveals that there was poor knowledge 6.66%, average knowledge 23.33%, good knowledge 33.34% and very good knowledge 36.37% regarding management of aggressive behaviour.

INTRODUCTION

Aggression is a purposive act to hurt oneself, others, or the environment physically and verbally. Verbal aggression is most frequently committed and experienced by teenagers. This behaviour contributes to physical aggression, especially toward adolescents with emotional disorders. In definitions commonly used in the social sciences and behavioural sciences, aggression is an action or response by an adolescents that delivers something unpleasant to another person. Some definitions include that the individual must intend to harm another person. Aggressive behaviour among adolescents poses significant challenges for educators, parents, and society as a whole. It is crucial to develop effective strategies for managing and preventing such behaviour to ensure the well-being and safety of adolescents, as well as the individuals around them. This study aims to assess the impact of a structured teaching program on knowledge related to the management of aggressive behaviour among adolescents. In the background of a standard teaching program for managing aggressive behaviour among adolescents in school. It is important to consider various factors that contribute to aggression and develop strategies to address them effectively. There are various points which describe the need of the study like, it providing ways for managing aggression, improve the knowledge and awareness about self-behaviour, to gaining knowledge about the most common triggering factors of aggressive behaviour etc.

OBJECTIVES

- To assess the level among higher secondary school students regarding management of aggressive behaviour.
- To evaluate the effectiveness of structure teaching program on knowledge of aggressive adolescent.
- To determine the association between the knowledge regarding management of aggressive behaviour with demographic variable.

RESEARCH METHODOLOGY

It is the defines what the activity of research is, how to proceed, how to measure progress and what constitute success. The methodological decisions have crucial implication for validity and credibility of the study findings. Methodology of research indicate the general pattern for organising the procedure for empirical study together with the method of obtaining valid and reliable data for an investigation. "This chapter deal with methodology adapted for accessing the pre-operative anxiety level of the patient. It include description of research approach, research design, identification of the target and accessible population, setting of the study, sample size and sampling technique, development of data collection tools reliability and validity of tools and questionnaire procedure for data collection and plan for data analysis.

Study design - Descriptive research design was used in our study.

Study location - Saraswati shishu mandir Hr.Sec. School Rajkishor Nagar Bilaspur.

Sample size - In this study the sample size were 30 .

Sampling technique - convenient sampling technique has been used.

DATA COLLECTION PROCEDURE:

Descriptive research design has been used in this study and a quantitative approach was used to assess the knowledge regarding management of aggressive behaviour. In this study the target population was all higher secondary school students living in Bilaspur but the accessible population for the study was near Saraswati shishu mandir higher secondary school under 16 to 18 years of age children. The sample size was 30 and a convenient sampling technique has been used with the help of structured questionnaires we collected the data. The variables in the study are agr, standard, religion, residence and previous knowledge of students. In this study I took a pre -test through the structured questionnaire and then gave a structured teaching program then conducted the post test.

TABLE I – GENERAL ASSESSMENT OF PRE – TEST KNOWLEDGE

S.No.	LEVEL OF KNOWLEDGE SCORE	SCORE RENG	RANGE	PRE – TEST	
				FREQUENCY	PERCENTAGE
1.	POOR	0 – 05	00% - 10%	03	10%
2.	AVERAGE	06 – 10	20% - 40%	09	30%
3.	GOOD	11 – 15	50% - 70%	14	46.66%
4.	VERY GOOD	16 – 20	80% - 100%	04	13.34%
Minimum score		01			
Maximum score		09			
Mean score		4.9%			

TABLE II – GENERAL ASSESSMENT OF POST – TEST KNOWLEDGE

S.No.	LEVEL OF KNOWLEDGE	SCORE RANGE	RANGE	PRE – TEST	
				FREQUENCY	PERCENTAGE
1.	POOR	0 – 5	00% - 10%	02	6.66%
2.	AVERAGE	6 – 10	20% - 40%	07	23.33%
3.	GOOD	11 – 15	50% - 70%	10	33.34%
4.	VERY	16 – 20	80 – 100%	11	36.67%
Minimum score		03			
Maximum score		18			
Mean score		12.97			

CONCLUSION

After the detailed analysis, the study leads to the following conclusion. 6.66% of students have poor knowledge, 23.33% students have good knowledge, 33.34% of students have average knowledge and 36.37% of students have very good knowledge regarding management of aggressive behaviour. The knowledge questionnaire is applied for a mean score 12.97%, the maximum score is 18, and the minimum score is 3.

REFERENCE

1. Icro Maremmanni, Maria T. Avella, Martina Novi. Aggressive Behaviour & Substance use Disorder. Addictive Disorders & Their treatment. March 2020 : Page no. 161-173.
2. De Bono, A.,& Muraven, Mark. Rejection Perception: felling disrespected leads to greater aggression than felling disliked. Journal of experimental social psychology, 2014 : Page no. 43 -52. <https://psycnet.apa.org/record/2014-41019-007>
3. Rosa Maria Martin's de Almeida al, Physio / Behav. Behavioral, hormonal & neurological mechanism of aggressive behaviour in human & nonhuman primates.2015;Page no. 121-135. Available from: [http // pubmed.ncbi.nlm.nih.gov /25749197/](http://pubmed.ncbi.nlm.nih.gov/25749197/).
4. Department of psychology University of Texas Austin. The psychology of aggression [document on the internet]. New york : Wiley: The institute ; 1961[updated on Oct 5,1981].Available.from:<http://garfield.library.upenn.edu/classics1982/A1982MV90100001.pdf>.
5. Taylor Bennett. Causes of aggressive behaviour. Thrive works. March 18,2019 [Emily, Simonian, M.A.,LMFT]. Available from: <https://thriveworks.com/blog/why-people-have-aggression>