



To evaluate the effectiveness of structured teaching programme on knowledge regarding management of febrile convulsions in children, among school teachers

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Abstract

Febrile convulsions are a common neurological phenomenon among children that can cause significant distress to parents, caregivers, and teachers. Since school teachers often find themselves in a position to manage such situations in a school environment, their knowledge and preparedness are crucial. This study aimed to evaluate the effectiveness of a structured teaching programme designed to enhance school teachers' knowledge regarding the management of febrile convulsions in children. A pre- and post-intervention quasi-experimental design was employed in this study. A convenience sample of school teachers from selected schools was recruited to participate. The structured teaching programme encompassed essential information about febrile convulsions, their causes, manifestations, first aid measures, and when to seek medical assistance. The intervention was administered through interactive discussions.

Keywords: Effectiveness, self- instructional module, management of febrile convulsions in children, school teachers

Introduction

Need of the Study

To improve child safety, empower teachers, and establish a more educated and ready learning environment, it is essential that the study evaluate the impact of a structured teaching program on teachers' understanding of how to manage febrile convulsions in children. By making sure that teachers have the tools they need to handle medical emergencies in their classrooms, it addresses a pressing need in the fields of education and health.

Problem Statement

“A study to evaluate the effectiveness of structured teaching programme on knowledge regarding management of febrile convulsions in children, among school teachers at selected schools, Bengaluru”

Objectives of the study

- To assess the existing knowledge regarding the prevention and management of febrile convulsions in children among school teachers by pre-test-scores.
- To administer structured teaching programme regarding prevention and management of febrile convulsions in children among school teachers.
- To evaluate the effectiveness of a structured teaching program in improving the knowledge of school teachers regarding the management of febrile convulsions in children among school teachers by comparing pre and post-test knowledge scores.
- To find the association between the mean pre-test knowledge with selected demographic variables.

Hypothesis null Hypothesis

- **H01:** There will be no significant difference in the mean pre-test and post-test knowledge scores regarding prevention and management of febrile convulsions in children among school teachers.

- **H02:** There will be no significant association between the differences in knowledge levels at selected demographic variables among school teachers

Research Hypothesis

- **H1:** There will be a significant difference in the mean pre-test and post-test knowledge scores regarding prevention and management of febrile convulsions in children among school teachers.
- **H2:** There will be a significant association between the differences in knowledge levels at selected demographic variables among school teachers.

Methodology

The result indicates that there was improvement in mean knowledge score in all aspects. The study employed an evaluative methodology with a single group pre-test post-test design. 50 school teachers made up the sample, which was chosen using a non-probability convenient sampling procedure. Structured knowledge questionnaires on the treatment of febrile convulsions in children were used to gather data. The subjects received a self-instruction module after having their demographic information collected and taking the pre-test. The same structured knowledge questionnaire that was used to gather the pre-test data was used to administer the post-test seven days later. Statistics that are both descriptive and inferential were used to analyse the data.

Result

The overall knowledge scores show that there was positive improvement score 6.65 which is greater than the table value 2.03 and found to be highly significant at the level of $p < 0.05$ hence it is evident that the self-instructional module was effective in improving the knowledge level of teachers regarding management of febrile convulsions in children. There was no association between the pre-test knowledge scores and the selected demographic variables like age, sex,

religion and association between education level and source of information.

Interpretation and Conclusion

The study's conclusions demonstrated that before the introduction of a self-instructional module, instructors' understanding of the treatment of febrile convulsions in children was insufficient. Significant knowledge gains were evident in the post-test knowledge scores. Therefore, the self-instructional module was a successful technique in imparting information, enhancing understanding, and preventing complications related to the management of febrile convulsions in children.

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