"A Study To Assess The Effectiveness Of Planned Teaching Programme On Knowledge Regarding Autism Among The Primary School Teachers Of Selected School Of Jabalpur (M.P.)"

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Abstract: The study evaluates the effectiveness of planned teaching programme in enhancing the knowledge of primary school teachers in Jabalpur, Madhya Pradesh regarding autism . The research aims to assess the impact of the programme on teachers understanding of autism , a neurodevelopment disorder affecting social and communication skills.(ASD)presence a multifaceted set of challenges for individuals , encompassing difficulties in social interactions communications and behavior patterns , the global rise in the prevalence of autism under scores the signiuficance of understanding and affectively addressing the needs of individuals on the spectrum. Quantitave research methodology used. 60 samples of primary school teacher were taken. •The pre-test results indicate that a large majority (83.3%).the post-test results majority (71.7%) achieve a moderate level of knowledge, and 28.3% attain an adequate level post-intervention

Key Words- *Autism , planned teaching programme, primary school teachers*.

Introduction:- Autism is also known as ASD , **Autism Spectrum Disorder** (ASD) is a developmental disability that affects how people interact with others, communicate, and behave. It's characterized by differences in social interaction, communication, and the presence of restricted, repetitive behaviors or interests.

THE OBJECTIVE OF THE STUDY –

1. Assess the pre -test knowledge regarding autism among primary school teachers in selected school of Jabalpur.
2. Assess the post test knowledge regarding autism among primary school teachers in selected school of Jabalpur.
3. Evaluate the impact of the teaching programme on teachers knowledge towards autism.
4.Find out association between the pre-test knowledge score with selected demographic variable of primary school teachers.
5.Find out association between the post-test knowledge score with selected demographic variable of primary school teachers.

THE RESEARCH HYPOTHESIS-

H1: There is significant difference in the knowledge regarding autism among primary school teachers before and after the implementation of the planned teaching programme in selected school in Jabalpur,(M.P)
H2: There is significant association between pre-test knowledge of primary school teachers regarding autism with their

selected demographic variables.

REVIEW OF LITERATURE

Review related to prevalence of autism

Keklik Dilara et. al. (2022) analyzed the extent of ASD knowledge and its underlying factors among pediatric residents in eastern China, to provide a reference for medical education reforms. Methods: The study employed the Knowledge about Childhood Autism among Health Workers questionnaire. A total of 138 pediatric residents participated in the survey. Descriptive statistics were used to describe demographic characteristics and the four domains of the questionnaire. Univariate analysis was employed to assess impacts of the demographic characteristics on the questionnaire scores. On the other hand, multivariate regression analysis was used to analyze the correlation between the participants' demographic characteristics and the questionnaire scores. Results: The average ASD cognitive score of 138 respondents was 13.38 ± 4.48. The ASD cognitive scores in female pediatric residents were higher compared to that in males ($p < 0.05$). Residents who had obtained professional doctor qualification certificate were more than those without professional doctor qualification certificate ($p < 0.05$). The ASD knowledge in the group which did not have rotation in both departments was lower than in the group which had rotation in both departments ($p < 0.05$) as well as the group that had rotation in developmental and behavioral pediatrics department only ($p < 0.05$). Our multivariate linear regression model demonstrated significant statistical differences ($p < 0.05$), and showed that gender and systematic exposure to ASD knowledge had significant effects on cognitive scores ($p < 0.05$). Conclusion: Most participants had relatively low levels of awareness and knowledge about ASD, especially on ASD comorbidities and age of onset. Women, systematic learning of ASD knowledge in medical school, successful passing of the physician examination, and rotation in the developmental and behavioral pediatrics (DBP) department significantly influence the levels of ASD awareness and knowledge.

Research approach: A research approach refers to the overall strategy or plan that a researcher adopts to answer their research question or achieve the study's objectives. It guides the process of data collection, analysis, and interpretation. The choice of a research approach depends on the nature of the research question, the goals of the study, and the type of data required. There are two main research approaches: quantitative and qualitative.

Quantitative research approach was used for this study. The word implies scrutinizing unknown regions for the purpose of discovery and finding the effectiveness of Planned teaching programme. Indeed exploratory studies serve this purpose and are particularly useful during the early stages of investigating the relationship between phenomena about which not much is known. Quantitative indices provide a means to the investigator to contribute to the understanding of the relationship between the phenomena to discover relevant corrections or differences.

Research Design: The research design is the overall plan for obtaining answers to the questions being studied. The design normally specifies the various research approaches adopted and the implementation of control to enhance the interpretability of the results.

Pre-experimental one group pre-test – post-test design (O_1 X O_2, O_3) with longitudinal measurement of outcomes is adopted for this study.

Table No. 2: Research design (One group pre-test post-test design)

Subjects	Pre test	Treatment	Post test after 7 days
Primary School Teachers	**O_1**	**X**	**O_2**

O_1: Pre-test assessment of knowledge of primary school teachers.

X: Administration of Planned teaching programme.

O_2: Post test 1 assessment of knowledge of primary school teachers after seven days

Variables: A variable is an attribute of a person or object that varies and takes on different values.

Population The population for a study usually isdescribed as being composed of two groups-the target population and the accessible population.

Target population the target population, which is also called the universe, is composed of the entire group of people or objects to which the researcher wishes to generalize thefindings of a study.

Sampling Technique Purposive sampling technique was used to select the sample. This technique involves the conscious selection by the researcher of certain subjects or elements to include in the study.

Sample size the size of thesamples depends on number of factors, including previous study data.

Development of the Tool: The extensive review literature on the relevant topics, discussion with experts and self-experience of the investigator helped in developing the tool for data collection.

The following steps were undertaken to prepare the final tool

Preparation of blue print A blue print was prepared based on the level of understanding of the teachersof knowledge regarding autism. The blue print for the structured knowledge questionnaire had knowledge, comprehension and application items.

Blue print was prepared with the following content areas;

1) Knowledge of teachers regarding autism.

Description of the tool:

The tool used for data collection has the following description

Section A: Demographic profile of the respondents

This part includes the demographic profile of teachers which includes age, education, religion, family monthly income , type of family etc.

Section B: Structured knowledge questions to assess the knowledge:

It includes 30 questions of multiple choice. The questions included like meaning, types, causes and prevention of autism.

Scoring

Scoring for the questionnaire was established based on the correct answers provided for each question. After participants complete the questionnaire, their scores were calculated by summing the points earned for each correct answer.

Allotment of scores for the assessment of knowledge (n=60)

Srno.	Criteria	Scoring
1	Inadequate	0-10
2	Moderate	11-20
3	Adequate	21-30

FINDING RELATED TO PRE TEST KNOWLEDGE SCORE

1. Approximately 83.3% of the participants exhibited an inadequate knowledge level.
2. 16.7% possessed a moderate level of knowledge.

FINDING RELATED TO EFFECTIVENESS OF PLANNED TEACHING PROGRAMME

1. 71.7% of respondents achieving a moderate level of knowledge.
2. 28.3 % reaching an adequate level post intervention.

The mean pre-test score is 8.43, indicating a relatively low baseline knowledge level.

Pre Test Knowledge Level regarding autism

Valid	frequency	Percentage
Inadequate	50	83.3
Moderate	10	16.7
total	60	100.0

Post-test scores substantially increase to a mean of 18.90, suggesting a statistically significant improvement
. Table : Post Test Level of Knowledge regarding autism

Valid	Frequency	Percentage
inadequate	43	71.7
Moderate	17	28.3
Total	60	100

The 't' value of 26.58 with a p-value of 0.05 underscores the effectiveness of the teaching program in enhancing knowledge.
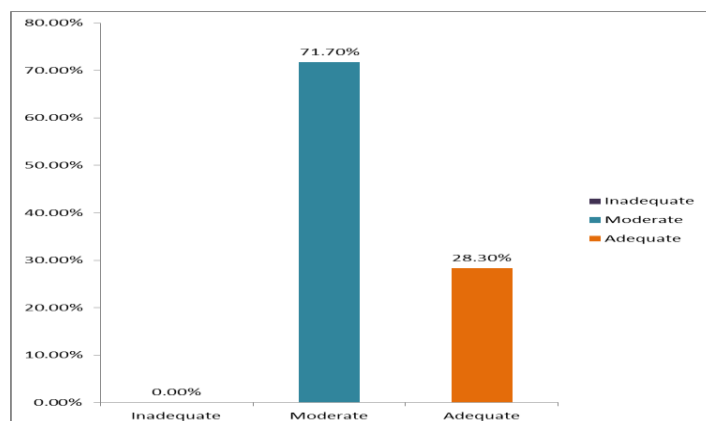
Chi-Square- The chi-square tests reveal that there are no significant associations between pre-test knowledge levels and demographic factors. The chi-values for age (0.117), gender (2.69), education (0.47), experience (4.71), working hours (4.71), type of family (0.5), monthly income (2.2), professional development (0), and familiarity with autism (0.013) are all below the critical threshold. The p-values associated with these chi-square tests are also above the conventional significance level of 0.05, indicating that the tests are insignificantly associated. Therefore, the distribution of pre-test knowledge scores does not differ significantly across age groups, gender, education levels, experience categories, working hours, family types, monthly income brackets, participation in professional development, and familiarity with autism among the primary school teachers in the selected school of Jabalpur (M.P).

Pre & Post-test Level of Knowledge:

Pre-Test Knowledge:

•The pre-test results indicate that a large majority (83.3%) of the participants exhibit inadequate knowledge about autism.

•A smaller proportion (16.7%) possesses a moderate level of knowledge before the intervention.

Post-Test Knowledge:

•Following the planned teaching program, a significant improvement is observed in participants' knowledge levels. **Comparison of pre-test and post-test knowledge scores regarding autism among primary school teachers of selected school of Jabalpur (M.P,)**

TEST	MEAN	N	STD DEVIATION	STD ERROR MEAN	MD	't'	'p'	REAMARK
Pre test	8.43	60	2.220	.287	10.47	26.58	0.05	Significant
Post test	18.90	60	2.562	.331				

Nursing Research: In the realm of nursing research, this study contributes to the growing body of evidence on the effectiveness of planned teaching programs in enhancing knowledge and skills related to autism. Research in this area can

provide valuable insights into refining teaching methodologies and tailoring interventions to specific nursing roles and responsibilities.

LIMITATION

Geographic Scope: The study's findings are confined to selected schools in Jabalpur, limiting generalizability to broader contexts.

Time Constraints: The study's specific timeframe may hinder a comprehensive assessment of the long-term impact of the teaching program.

Assumptions: The effectiveness of the program relies on teacher willingness to participate and successful transfer of knowledge to real classroom settings.

Single-Group Design: The absence of a control group makes it challenging to attribute changes solely to the planned teaching program.

CONCLUSION -
Present research study was carried out to identify the effectiveness of a planned teaching program focused on autism awareness among primary school teachers in selected schools of Jabalpur, Madhya Pradesh. The exploration covered various aspects, including the assessment of pre-test knowledge, the implementation of a teaching program, post-test evaluations, and the association of knowledge with demographic variables.

The demographic profile of the participants revealed a predominant presence of female teachers within the age group of 25-30 years, holding B.Ed qualifications, and having 4-6 years of teaching experience. This demographic snapshot provided a foundational understanding of the educators involved in the study .The core of the study focused on the planned teaching program's effectiveness, and the results were promising.

The implications of the study are far-reaching. It underscores the critical role of tailored educational interventions in improving teachers' knowledge about autism, enabling them to create more inclusive and supportive learning environments. The findings also advocate for policy changes and curriculum development that incorporate autism awareness and support strategies within teacher training programs.

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