



“A Study To Assess The Effectiveness Of Informationalbookletonknowledgeregarding Autism Spectrum Disorders Among Primary School Teachers In Selected Schools Of Dewas (M.P.).”

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Abstract

Children embody innocence, trust, and hope. Their childhood should be filled with joy and love, with their lives maturing gradually as they gain new experiences. Each child is a unique individual, with a future shaped by the influences they encounter during their early years. The research design adopted for this study was pre experimental one group pre test-post test research design and research approach adopted for this was to qualitative approach. The sample was 100 primary school teachers. Non probability purposive sampling technique was used. The mean of post-test knowledge scores was 26.6, which is significantly higher than mean of pre-test knowledge scores of 12.4. Standard deviation of post-test score and pre-test score is 9.4 and 13.3 respectively. The computed paired “t” value (18.67,df=99 at the level of $p=0.05$) is greater than table value (1.66) which represents significant gain in knowledge. Hence the hypothesis RH_1 is accepted. It is evident from the results that RH_2 : There will be significant association between the pre test knowledge score and selected demographic variables at the level of $p \leq 0.05$. is accepted as there is significant association between pretest knowledge score and selected demographic variables like educational qualification, years of experience, child psychology in syllabus and attended in-service education.

BACKGROUND OF STUDY

The future of any society depends on its children, and parents play a crucial role in laying the foundation for their child's life. When a child is born with a developmental disorder, parents often need support in fostering normal developmental skills. It is difficult to predict when a child will master self- help skills, and parents must be supported and involved as the primary caretakers and educators of their children. Additionally, they should be provided with accurate information about their child's condition, care

requirements, and the available devices that can assist in achieving independence.

These symptoms can vary widely in severity, leading to the use of the term "spectrum" to describe the range of presentations. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), ASD includes conditions that were previously considered separate—such as autism, Asperger syndrome, and pervasive developmental disorder-not otherwise specified (PDD-NOS). The disorder typically appears in early childhood, often before the age of three, and can impact a child's functioning in various areas of life, including education and socialization.

Symptoms typically manifest early in childhood and persist throughout the individual's lifetime, although interventions and support can significantly improve outcomes. The exact causes of ASD remain poorly understood, but research suggests a complex interplay of genetic, environmental, and neurological factors. Genetic studies have identified numerous potential risk genes associated with ASD, implicating disruptions in neuronal development, synaptic function, and neurotransmitter systems. The management of autism spectrum disorder involves a multidisciplinary approach tailored to the individual needs of the child. Early intervention is crucial and often includes behavioral therapies, such as Applied Behavior Analysis (ABA), which focuses on reinforcing positive behaviors and reducing problematic ones. Speech and language therapy can help improve communication skills, while occupational therapy addresses sensory processing issues and helps children develop daily living skills. In some cases, medication may be prescribed to manage associated symptoms like anxiety, hyperactivity, or seizures, but it is not a cure for the core symptoms of ASD.

Additionally, educational supports, including specialized instruction and classroom accommodations, play a crucial role in promoting academic and social development for students with ASD (National Institute of Mental Health, 2021). Pharmacological treatments may be prescribed to manage co-occurring symptoms, such as anxiety or irritability, although their efficacy varies and requires careful monitoring (Hyman et al., 2020).

Educational strategies are also a key component of ASD management, particularly in the context of preschool education. Teachers play a pivotal role in creating an inclusive classroom environment that supports children with ASD. This includes adapting teaching methods, using visual aids, implementing structured routines, and fostering social interactions among peers. By enhancing preschool teachers' knowledge and skills through targeted teaching interventions, we can improve educational outcomes for children with ASD and promote their overall development.

NEED OF THE STUDY

A child diagnosed with autism can be a constant source of stress for the family unit, affecting not only the primary caregivers but also siblings and the overall dynamics within the family. The stress primarily stems from the antisocial, disruptive behaviors commonly associated with autism, such as self-injurious behavior, tantrums, and obsessive-compulsive tendencies, which can significantly disrupt normal

family life. The diagnoses of Autism Spectrum Disorder and Asperger Syndrome are on the rise, yet many parents have little exposure to the latest research and information regarding these conditions. Moreover, few parents receive the training necessary to understand and adapt their parenting approaches to meet their child's unique needs.

During school health programs, the investigator observed that all students were required to follow the same syllabus, despite their varying learning capacities and also have problem with socializing. Students who struggled academically were often left behind due to their poor performance. Teachers, unaware that poor performance could stem from a brain disorder, sometimes mistreated these students, further diminishing their confidence. Additionally, no efforts were made to identify or nurture the students' abilities in other areas. This led the researcher to recognize the importance of understanding teachers' knowledge and attitudes towards children with disabilities. Furthermore, related studies in the Indian context were found to be limited. This observation motivated the researcher to conduct a study aimed at assessing the effectiveness of informational booklet on knowledge regarding selected autism spectrum disorders among primary school teachers in selected schools of Dewas (M.P.).

PROBLEM STATEMENT

A study to assess the effectiveness of informational booklet on knowledge regarding autism spectrum disorders among primary school teachers in selected schools of Dewas (M.P.).

OBJECTIVES OF THE STUDY

1. To assess the pretest knowledge regarding autism spectrum disorders among primary school teachers.
2. To assess the posttest knowledge regarding autism spectrum disorders among primary school teachers.
3. To assess the effectiveness of informational booklet on knowledge regarding autism spectrum disorders among primary school teachers.
4. To find an association between pre-test knowledge with selected socio-demographic variables.

HYPOTHESIS

RH₁– There will be significant difference between pre-test and post-test knowledge score regarding autism spectrum disorders among primary school teachers among at the level of $P \leq 0.05$

RH₂– There will be a significant association of pre-test knowledge score with selected socio-demographical variables at the level of $P \leq 0.05$.

ASSUMPTION

- 1) Primary school teachers may have some knowledge regarding autism spectrum disorders in primary school children

- 2) Informational booklet may increase knowledge of primary school teacher's regarding autism spectrum disorders.

DELIMITATION

- 1) The study is limited to 4 weeks.
- 2) The study is limited to 100 primary school teachers teaching students of till 1st -5th standard in selected schools of Dewas (M.P.).

RESEARCH METHODOLOGY

RESEARCH APPROACH

The approach used in the present study was quantitative approach.

RESEARCH DESIGN

The research design selected for the study was pre experimental one group pre test post-test design.

VARIABLES

- ❖ **Independent Variable:-** In the present study the independent variable is the informational booklet regarding autism spectrum disorders among primary school teachers.
- ❖ **Dependent variable:-** In this present study the dependent variable refers to the knowledge of primary school teachers regarding autism spectrum disorders

THE SETTING

The present study was conducted in Govt School Dewas (M.P.).

THE POPULATION

Target Population:- In the present study, the target population consisted of primary school teachers.

Accessible Population:-

In this present study, the accessible population was primary school teachers of selected schools of Dewas, (M.P.).

SAMPLE&SAMPLESIZE

In the present study the sample comprised of 100 primary school teachers of selected schools of Dewas, (M.P.).

SAMPLING TECHNIQUE

In the present study non probability purposive sampling technique was used..

CRITERIAFORTHESELECTIONOFTHE SAMPLES

Inclusion criteria

- Teachers who are having more than1 year experience.
- Teachers teaching in elementary /primary classes from 1stto 5th standard.
- Primary school teachers who are willing to participate in the study.
- Primary school teachers who can read and write Hindi and English.

Exclusion criteria

- Teachers who are having less than1 year experience.
- Teachers teaching in other than elementary /primary classes.
- Primary school teachers who are not willing to participate.

ORGANIZATION OF THE DATA

The data collected were entered in master data sheet, for tabulation and statistical processing in order to find the relationship. The data collected were edited, tabulated, analyzed, interpreted and findings obtained were in the form of tables and diagrams represent under the following sections:-

Section I: Frequency and percentage distribution according to socio demographic variables.

Section II: Comparison of pretest and posttest Knowledge score.

Section III: Effectiveness of informational booklet on knowledge regarding autism spectrum disorders among primary school teachers.

Section IV: Association between pre-test knowledge scores with their selected socio- demographic variable

**SECTION-I: FREQUENCY AND PERCENTAGE DISTRIBUTION OF PRIMARY SCHOOL
TEACHERS ACCORDING TO SOCIO DEMOGRAPHIC VARIABLES.**

N=100

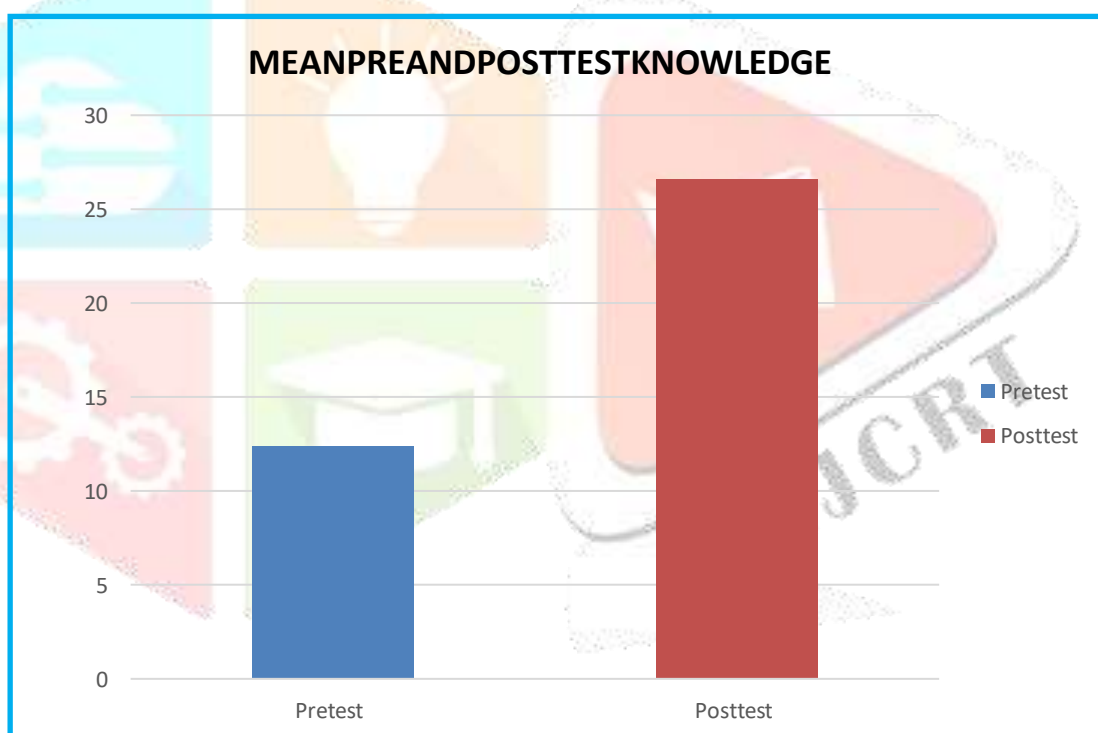
S.NO	DEMOGRAPHIC VARIABLES		FREQUENCY	PERCENTAGE %
1.	Age	21-25yrs	15	15%
		26-30yrs	20	20%
		31-35yrs	45	45%
		>35 yrs	20	20%
2.	Gender	Male	10	10%
		Female	90	90%
3.	Educational qualification	Teacher training	48	48.0%
		B.Ed	32	32%
		M.Ed	20	20%
4.	Years of experience	1-5yrs	17	17%
		5-10yrs	44	44%
		>10 yrs	39	39%
5.	Marital status	Married	83	83%
		Unmarried	17	17%
6.	Child Psychology in curriculum	Yes	51	51%
		No	49	49%
7.	Attended in service education	Yes	22	22%
		No	78	78%
8.	Experience in Teaching children with Autism spectrum disorders	Yes	44	44%
		No	56	56%

SECTION III: EFFECTIVENESS OF THE INFORMATIONAL BOOKLET ON KNOWLEDGE OF PRIMARY SCHOOL TEACHERS REGARDING AUTISM SPECTRUM DISORDERS

N=100

Test	Mean	Standard deviation	“t” value
Pretest	12.4	9.4	“t” _{cal} =18.67 df=99
Post test	26.6	13.3	“t” _{tab} =1.66 P=0.05 HS

HS*highly significant, df– degree of freedom



FIGNO.13.BARCHARTREPRESENTINGTHECOMPARISONOFMEAN PRE TEST AND POST TEST KNOWLEDGE SCORE OF TEACHERS.

SECTION IV: ASSOCIATION BETWEEN PRE TEST KNOWLEDGE SCORES WITH THEIR SELECTED SOCIO-DEMOGRAPHICVARIABLES.

(N=100)

Particular	Pre-Test Score				DF	χ^2 value
	Poor	Average	Good	Excellent		
Ageof teachers						
21-25yrs	5	5	3	2	09	10.46 Insignificant (P=0.05)
26-30yrs	8	7	3	2		
31-35yrs	29	8	7	1		
>35 yrs	10	7	3	0		
Gender						
Male	3	3	4	0	03	5.62 Insignificant (P=0.05)
Female	49	24	12	5		
Educational Qualification						
Teacher training	45	2	1	0	06	78.4 Significant (P=0.05*)
B.Ed	7	18	5	2		
M.Ed	0	7	10	3		
Years of experience						
1-5yrs	7	8	2	0	06	17.7 Significant (P=0.05*)
5-10yrs	32	5	5	2		
>10 yrs	13	14	9	3		
Marital Status						
Married	46	21	12	4	03	2.3 Insignificant (P=0.05)
Unmarried	6	6	4	1		
Child psychology in syllabus						

Yes	10	22	14	5	03	44.2 Significant (P=0.05*)
No	42	5	2	0		
Attended inservice education						
Yes	11	3	4	4	03	11.7 Significant (P=0.05*)
No	41	24	12	1		
Experience in teaching children with Autism Spectrum disorders						
Yes	19	11	11	3	03	5.8 Insignificant (P=0.05)
No	33	16	5	2		

X^2 =chi-square

*=Significant

The above table (table no-4.4.1) shows the association of pre-test knowledge score with their selected demographic variables by using chi-square (χ^2), it was evident that there was significant association between pre-test knowledge score with selected socio demographic variable. Thus hypothesis H_2 is accepted.

CONCLUSION

The mean of post-test knowledge scores among primary school teachers was 26.6, which is significantly higher than mean of pre-test knowledge scores of 12.4. Standard deviation of post-test score and pre-test score is 13.3 and 9.4 respectively. The computed paired “t” value (18.67, df=99, at the level of $p=0.001$) is greater than table value (1.66) which represents significant gain of knowledge. Thus the “ RH_1 ”: There will be significant difference between pretest knowledge and post test knowledge score regarding Autism spectrum disorders among primary school teachers at the level of $p \leq 0.05$ is accepted.

It is evident from the results that RH_2 : There will be significant association between the pre test knowledge score and selected demographic variables at the level of $p \leq 0.05$ is accepted as there is significant association between pretest knowledge

Score and selected demographic variables like educational qualification, years of experience, child psychology in syllabus and attended in-service education.

From the above results, we can conclude that there was statistically significant gain in knowledge among primary school teachers regarding autism spectrum disorders. Thus, the intervention “informational booklet” was effective.

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