

OUTCOME OF SOCIDRAMA ON DETECTION OF AUTISM AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS OF VADODARA

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ABSTRACT

Background: Autism is the third most common developmental disability whose incidence is greater than that of Down Syndrome and Cerebral Palsy. A study was conducted in 1981 and 1984 for gaining the statistical data related prevalence of the autism in India, age group of 2.5 to 14 years and the ratio of male and female was 7.5:1 which were all developed symptoms by 30 months. According to statistics by the Centers for Disease Control and Prevention (CDC) in India, one in every 88 children today is born with autism spectrum disorder (ASD) against a ratio of one in 110 few years back. The study was to determine the effectiveness of structured teaching programme on knowledge regarding early detection of Autism.^{1,2}

Aims and Objectives: The aim of the study is to find out the outcome of Sociodrama on knowledge regarding early detection of autism among primary school teacher in selected primary school of Waghodiya, taluka.

Material and Method: Pre experimental one group pre-test – post-test research design, and purposive sampling technique was adopted to achieve the goal of the study. The tool consists of two parts. First part consist demographic data of the sample and second part consist of structured knowledge questionnaires. The sample was 100 primary school teachers taken from selected schools of Waghodia taluka.

Results: The collected data was tabulated and analysed using descriptive and inferential statistics. In the pre-test mean score was 11.61 and post-test mean score was 23.38. The posttest level of knowledge mean score is significantly greater than the pretest knowledge mean score. The 't' calculated value 42.05 is more than tabulated value 1.660 at 0.05 level of significance.

Conclusion: According to the calculation of both pre-test and post-test score it indicates that there was improvement in the knowledge level among primary school teachers. Hence it indicates that Socio drama play was effective.

Key Words: Knowledge, Effectiveness, Socio drama, primary schoolteachers.

INTRODUCTION

Children's are the future and the mirror of the nation, which constitute its vital national resource. They are our most precious resources of the future. Autism is a disorder of neural developmental disorder characterized by impaired social interaction and communication and by restricted and repetitive behaviour³. Autism is one of the three recognized disorders in the autism spectrum disorders (ASD), the other two being Asperger syndrome and pervasive developmental disorder. It has a higher incidence in first born males from well-educated bright families in which the mother has a history of perinatal complications.⁴⁻⁶

There are more children under the age of 14 years and above 14 in India. According to the world health organization report one out of four (25%) persons is affected with some kind of mental illness. Eighty percent (80%) of the population suffering with mental illness lives in low-and middle-income (LAMI) countries.⁷

The British Medical Association reported in 2006 that at any time a million children are encountering behavioural problems, including depression, violence and self-harm **10**. The early years of life are important in the development of young children⁸. Parents in 21st Century face many challenges and issues such as poverty, stress and health problems which affect ^{th9e} health and development of children and have linked to behavioural problems in childhood. Schools provide important places to offer preventive intervention by teachers by following certain guidelines of programmes⁹. It will be helpful if parents and teachers work together in identifying the early signs of behavioural problems.¹⁰

OBJECTIVES

- Evaluate the effectiveness of socio drama among primary schoolteacher regarding detection of autism in children.
- Find out the association between knowledge of Primary schoolteachers regarding detection of Autism in children with selected demographic variables.

MATERIALS AND METHODS

Research Approach: Quantitative Evaluatory approach was used for this study

Research Design: One group pre-test post-test research design was found appropriate for this study

Setting: Study was conducted in selected Primary Schools of Waghodia taluka

Sample and Sampling: The samples were Primary School Teachers, selection of samples were using Purposive sampling technique

TOOL

PART I. Semi-structured questionnaire for demographic data

PART II. Self-structured knowledge Questionnaire was used to collect the data from the participants.

RESULTS

SECTION I: Outcome of sociodrama on knowledge regarding early detection of autism among primary school teachers.

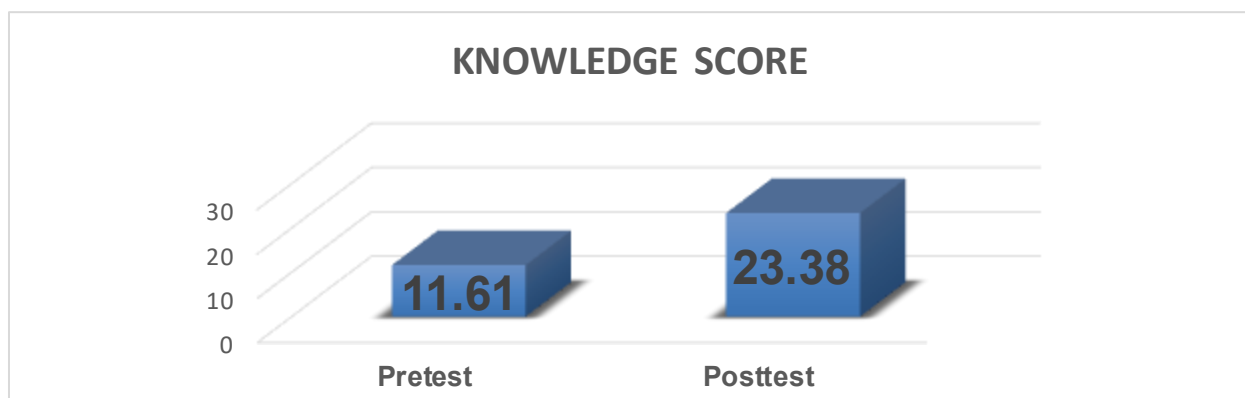
SECTION II: association between knowledge of Primary school teachers regarding detection of Autism in children with selected demographic variables.

SECTION I: Outcome of sociodrama on knowledge

Variable		Mean	Mean Difference	SD	T Value	Significance
Knowledge	Pretest	11.61	11.77	1.839	42.05*	Significant
	Posttest	23.38		0.662		

At 0.05 level

Table Shows that the Mean, mean difference, standard deviation of the pre test and post test knowledge score were the mean of the post test (23.38) is higher than the mean score (11.61) of pre test, were as the mean difference is 11.77 between pre test and post test, and the standard deviation of the pre test is 1.839 and 0.662 is of post test, with that the “t” value is 42.05 which indicates that the Sociodrama was effective



Bar diagram showing pre test post test difference in knowledge

SECTION II: association between knowledge of Primary school teachers regarding detection of Autism in children with selected demographic variables.

It can be concluded that primary school teachers can utilize the knowledge regarding early detection of autism and they can use this information for early identifying the cases of autism in children's and can refer them to the hospital.

There is no significant association between pre- test knowledge score and selected demographic variables with 0.05 level of significant except age in years, educational status, work experience, any training attended related to autism, ever encountered a child with autism and number of children in family of sample's P calculated value is less than 0.05 level of significance.

DISCUSSION

The present study was conducted to determine the effectiveness of systematic role play on knowledge regarding early detection of autism among primary school teacher Waghodia taluka. In order to achieve the objectives of the study, experimental one group pre-test, post-test design was adopted. Non probability purposive sampling technique was used to select the sample. The data was collected from 100 respondents before and after systematic role play on by structured questionnaire schedule. The findings of the study have been discussed with reference to the objectives, hypothesis, and with the findings of other studies.

The overall pre-test mean knowledge score of the primary school teachers was 11.61 and post-test mean knowledge score of the primary school teachers was 23.38. The post-test mean knowledge score is significantly greater than the pre-test mean knowledge score. So the Systematic role play was effective. The association of the pre-test knowledge score of the primary school teachers with selected demographic variables such as age in years, education status, work experience, any training attended related to autism, ever encountered a child with autism, number of children in family evidenced that there was no statistically significant association at $p < 0.05$.

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