

## ***Evaluative Study To Assess The Effectiveness Of Role Play As A Teaching Strategy For The Management Of Conduct Disorder In Children Among Nursing Students In Selected Colleges Of Gurugram, Haryana***

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### ***Abstract***

The global prevalence of conduct disorder is estimated to be approximately 2–2.5%, with a higher prevalence among boys (3–4%) compared to girls (1–2%). In India, the prevalence of conduct disorder has been reported to be 4.59%, conduct disorder accounts for 73% of cases, whereas 27% occur during adolescence. Regarding severity, 36% of cases are classified as mild and 64% as moderate, while no cases of severe conduct disorder were reported.

### ***Aim***

To assess and compare the effectiveness of role play as a teaching strategy in improving competency specifically skills, Knowledge and clinical decision-making in the management of conduct disorder among Nursing students in comparison and experimental groups.

### ***Methodology***

A quasi-experimental non-equivalent control group pre-test and post-test research design was used. Purposive sampling was used to select participants, and a total of sixty nursing students were divided into two groups at random: thirty for the experimental group and thirty for the comparison group. A student profile form, an OSCE/OSPE checklist, a structured knowledge questionnaire, and a clinical decision-making ability questionnaire were used to gather data using e-filling and observation methods. Before the intervention, both groups took a pre-test. On the fifteenth day after the role-play intervention, a post-test was administered to the experimental group.

### ***Result***

The results showed that the experimental group had considerably higher mean scores for knowledge, skill, and clinical decision-making ability (10.90±3.40; 21.90±2.70; 10.88±2.63) than the comparison group (9.02±3.88; 15.08±2.86; 6.65±2.20). Additionally, scores for knowledge, skill, and clinical decision-making ability showed a statistically significant positive association.

### ***Conclusion***

The study found that nursing students' knowledge, abilities, and clinical decision-making capacity regarding the management of behaviour disorder in children can be improved by role play in conjunction with traditional teaching techniques.

**Keywords** Effectiveness, Role Play, Competency, Conduct Disorder, Nursing Students

## ***INTRODUCTION***

The quality of life of children is greatly influenced by their family environment, school atmosphere, and neighborhood surroundings. When children are exposed to unhealthy social environments, they may experience stress, which can increase their vulnerability to emotional and behavioral disorders. Behavioural or emotional problems during

childhood may cause distress and interfere with family relationships as well as social activities. If these problems remain unaddressed, they may act as precursors to more serious psychiatric disorders in adulthood.

According to the World Health Organization (WHO), Ten to twenty percent of children and adolescents worldwide suffer from mental health illnesses, according to the World Health Organization (WHO). According to the Global Burden of Disease Report (1990–2017), 200 million people in India suffered from mental health issues, accounting for 4.7% of all Disability-Adjusted Life Years (DALYs).

Although children may occasionally experience fear, anxiety, or disruptive behavior, persistent and severe symptoms that interfere with their functioning at school, home, or during play may indicate the presence of a mental disorder.

### ***Need for the study***

Conduct disorder is a significant behavioral problem affecting children and adolescents. Globally, it was estimated that approximately 51.1 million individuals were affected by conduct disorder in 2013. The prevalence of conduct disorder among children is estimated to range from 1% to 10%. However, the prevalence is considerably higher among incarcerated youth or those placed in juvenile detention facilities, where the rate ranges from 23% to 87%.

Early identification and management of behavioral disorders in children are extremely important to prevent long-term psychological and social complications. Studies conducted in India have reported that the prevalence of psychiatric morbidity among children below 12 years of age ranges between 8% and 30%. This suggests that approximately one out of every five children in the general population may suffer from a clinically significant mental disorder at any given time.

Considering the growing burden of behavioral disorders among children, it is essential to prepare nursing students with adequate knowledge, skills, and clinical decision-making abilities to manage such conditions effectively. Innovative teaching strategies, such as role play, may enhance learning and improve competency among nursing students in managing conduct disorders. Therefore, the present study was undertaken to assess the effectiveness of role play in improving competency among nursing students in managing conduct disorder in children.

### ***Methodology***

Research methodology refers to the systematic framework used to organize procedures for collecting valid and reliable data in a research study. It includes the strategies used for gathering and analyzing information in order to achieve the research objectives and test the research hypotheses.

The research approach, research design, variables, study setting, sample and sampling technique, development and description of research tools, preparation of the teaching bundle, pilot study, try-out, data collection procedures, and data analysis plan are all common components of the research methodology.

The current study was carried out to evaluate the efficacy of role play in managing children's behaviour disorders in terms of competency among nursing students in particular nursing institutions in Gurugram, Haryana.

### ***Research Approach***

A research approach provides the fundamental framework for conducting a study. The selection of an appropriate research approach depends on the nature and objectives of the research problem. It serves as a broad strategy for collecting and analyzing data in a particular research setting and acts as a blueprint for conducting the entire study.

The quantitative research approach refers to the systematic investigation of phenomena that can be measured and quantified accurately. This approach typically involves structured data collection methods and controlled research designs, enabling the researcher to analyze the results statistically.

Considering the nature of the research problem and the objectives of the present study, the quantitative research approach was considered the most suitable for assessing the effectiveness of role play in improving competency—specifically knowledge, skills, and clinical decision-making ability among nursing students in managing conduct disorder in children in selected nursing colleges of Gurugram, Haryana.

### ***Research Design***

The chosen research design for this study was a "Quasi-experimental – Non-Equivalent Control Group Pre-test Post-test Design," aligned with the study's aims.

### ***Variables***

A variable is a characteristic or attribute that can change or take different values. In research studies, variables are generally categorized as independent and dependent variables. The independent variable is the factor that is assumed to influence or cause changes in another variable. In experimental research, it is the variable that is manipulated by the researcher. The dependent variable, on the other hand, refers to the outcome variable that is expected to change as a result of the independent variable.

#### ***Independent Variable:***

Role play used for teaching the management of conduct disorder.

#### ***Dependent Variable:***

Competency of nursing students, which includes knowledge, skills, and clinical decision-making ability.

### ***Setting of the study***

The setting of a study refers to the physical environment or location where the research is conducted and where data collection takes place. Selecting an appropriate setting is important because it can influence participants' behavior, feelings, and responses during the research process.

The researcher must determine the location where the intervention will be implemented and where the data will be collected. The present study was carried out at Nursing Colleges Gurugram , Haryana

### ***Population of the study***

The population of the study consisted of nursing students.

### ***Sample Size and Sampling Technique***

Sample size refers to the total number of participants, events, behaviors, or situations that are included in a research study. Determining an appropriate sample size is an important aspect of research because it enables the researcher to make statistically valid generalizations from the study findings to a larger population.

To ensure that the results are reliable and representative, both the sampling technique and the number of participants selected for the study must be appropriate. A properly selected sample allows the researcher to identify differences or relationships among the variables under investigation.

### INCLUSION CRITERIA

The study included nursing students who met the following criteria:

- Students pursuing Forth-year B.Sc. Nursing from recognized nursing colleges and studying Obstetrics Nursing .
- Students who were available during the period of data collection.
- Students who were willing to participate in the study.

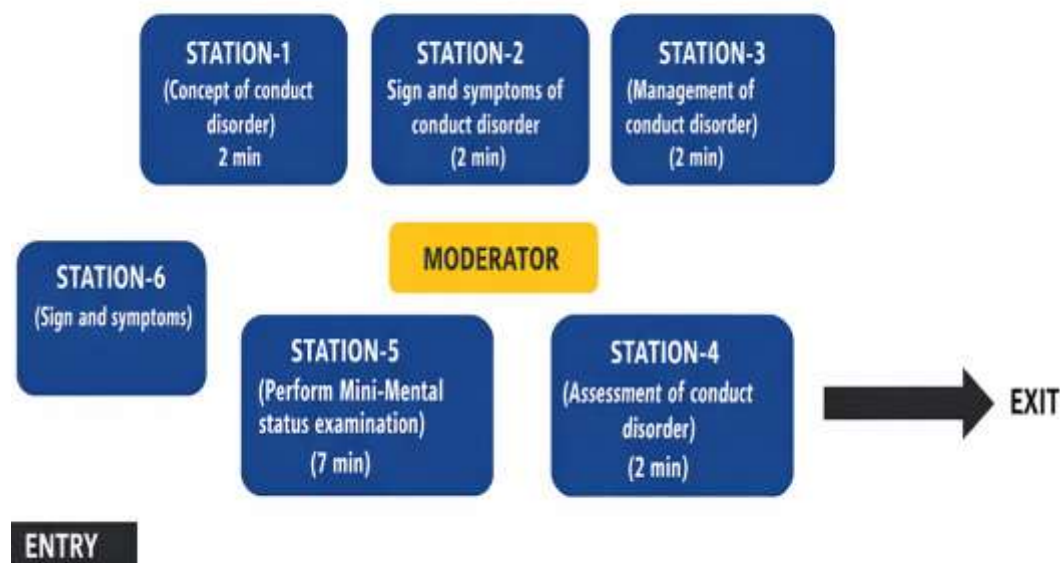
### EXCLUSION CRITERIA

The Study excluded nursing students who:

- Were absent at the time of the intervention.
- Were not present on the day of the post-test.

### DATA COLLECTION TOOLS AND TECHNIQUE

Data collecting tools are instruments used by researchers to acquire reliable and meaningful information for their research studies. The collecting of suitable data is a critical component of any inquiry since it provides the information required to answer research questions and meet the study's objectives. Researchers create systematic techniques to help them acquire data. The type of information needed to solve the study challenge determines which data gathering tools are used. Because the current study aimed to analyse the usefulness of role play in the management of conduct disorder in children in terms of competency among nursing students in chosen nursing institutions in Gurugram, Haryana, the following techniques were utilised.



### Data Analysis

Analysis and interpretation is defined as "the process by which the researcher examines the results of data analysis from conclusions, investigates the significance of findings, generalises findings, and suggests future studies." Data analysis is the process of organising and synthesising information in order to answer research questions and evaluate hypotheses. Data analysis aims to organise, arrange, and uncover meaning from research data. The process of making sense of and investigating the ramifications of the

study's findings is known as interpretation. The interpretation of tabulated data can reveal the significance of the study's conclusions.

#### ***PLAN FOR DATA ANALYSIS***

Normality of data was checked by Kolmogorov- Smirnov test (KS) test and it was found that KS value for knowledge score was  $p=0.09$  among experimental and  $p=0.05$  for comparison group were not statistically significant at 0.05 level of significance. Hence, the parametric test was applied for analysis of knowledge score.

Pre-test clinical decision-making ability score for experimental group ( $p=0.05$ ) and for comparison group ( $p=0.20$ ). Skill score ( $p=0.04$ ) and ( $p=0.04$ ) among experimental and comparison group respectively were statistically significant at 0.05 level of significance. Hence, non-parametric test was applied for the analysis of clinical decision-making ability and skill scores.

#### ***MAJOR FINDING OF THE STUDY***

##### ***1. Findings related to the student's profile in Experimental and Comparison group***

- Majority of (81.03%) and (76.47%) of nursing students in comparison and experimental group were females.
- Half (50%) and than half (58.82%) of nursing students were in the age group 19-20 years in experimental group and comparison group.
- Majority (74%) and (55%) of nursing students group were sessional marks between 38-75.
- The computed chi-square values for the student's profile of the nursing students in experimental group and comparison Group were found to be statistically non-significant at 0.05 level of significance.
- Nursing students in both experimental group and comparison group were homogenous and comparable in terms of their student's profile at baseline.

##### ***2. Findings related to evaluation of effectiveness of role play on management of conduct disorder in children among nursing students in experimental and comparison group***

- In Experimental group, the Mean pre-test knowledge score  $9.31 \pm 3.19$  was higher than the comparison group  $8.45 \pm 3.96$  with the mean difference of 0.85 and standard error of mean difference was 0.68. The calculated 't' value was found to be  $t= 1.28$ ;  $p=0.20$  which was not statistically significant at 0.05 level of significance.
- The standard deviation of knowledge score of nursing students in comparison was higher than experimental group, which means the knowledge score was more homogenous in experimental group than the comparison group on management of conduct disorder
- In experimental group, the mean post-test knowledge score  $10.90 \pm 3.40$  was higher than the comparison group  $9.02 \pm 3.88$  with the mean difference of 1.87 and standard error of mean difference was 0.69. The difference in the mean scores between the experimental and comparison group was computed by independent 't' test. The calculated 't' value was found to be  $t= 2.69$ ;  $p=0.00$  which was statistically significant at 0.05 level of significance. Hence, this was a true difference but not by chance.

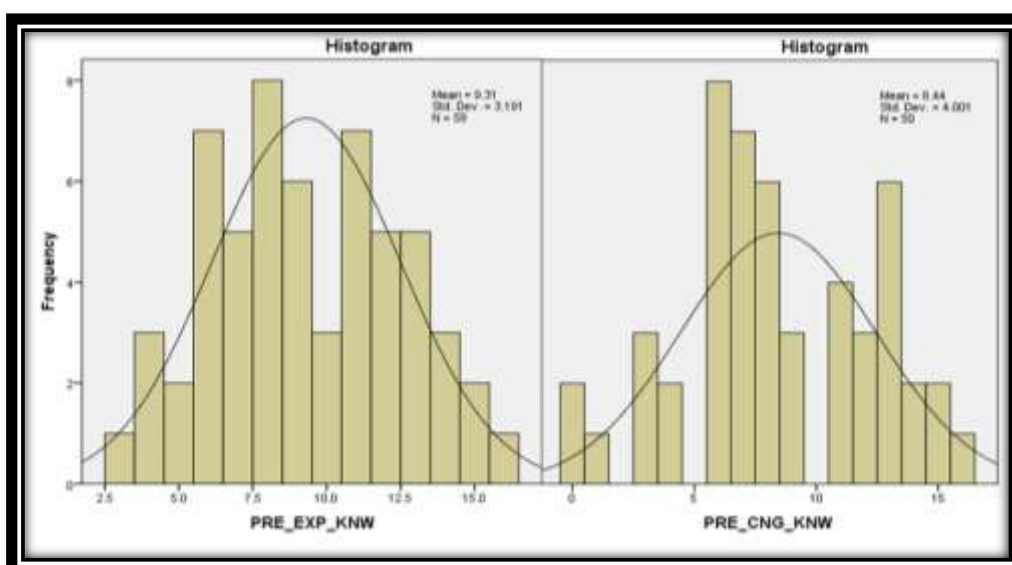


**Figure 4.1- Histogram showing normality of data in terms of Pre-test Knowledge Scores before Administration of Role play in Experimental and Comparison group**

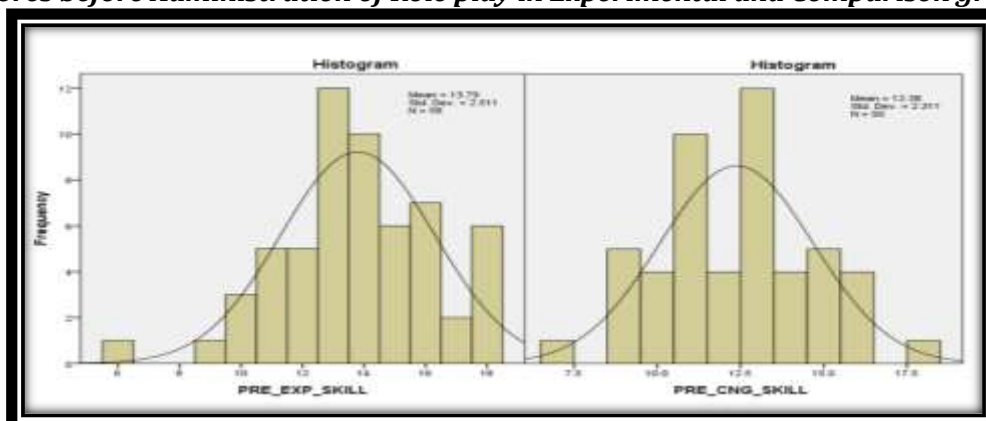


**Figure 4.2- Histogram showing normality of data in terms of Pre- test Skills Scores in Experimental and Comparison group.**

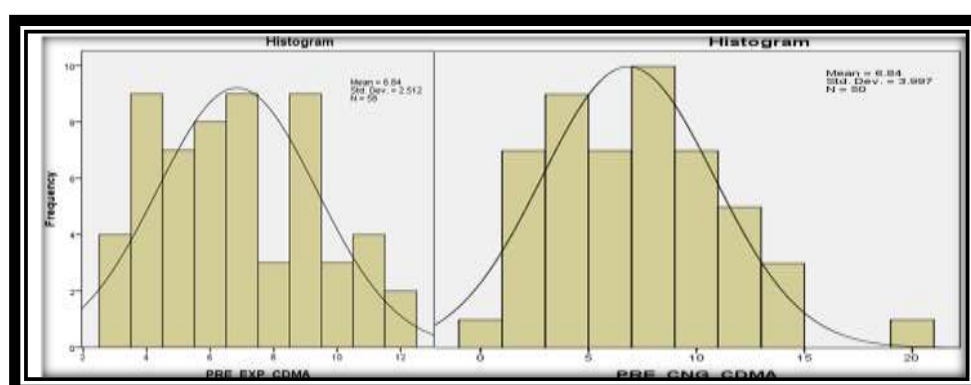


**Figure 4.3- Histogram showing normality of data in terms of Pre-test Clinical Decision Making Ability Scores in Experimental and Comparison group group.**

**RESULT :-** The result show that majority (81.03%) and (76.47%) of nursing students were females in experimental and comparison group respectively. Half (50%) and more than half (58.82%) of nursing students were in the age group 19-20 years in experimental

group and comparison group respectively. Majority (74%) and more than half (55%) of nursing students group were having sessional marks between 38-75.

The computed chi-square values for the student's profile of the nursing students in experimental group and comparison group for gender (0.34), age (0.85), sessional marks (2.67) were found to be statistically non-significant at 0.05 level of significance.

## SECTION-II

### ***Evaluation of Effectiveness of Role play on Management of Conduct Disorder in Children in terms of Competency among Nursing Students in Experimental and Comparison Group***

This section describes the analysis and interpretation of the data in order to evaluate the effectiveness of role play on management of conduct disorder in children in terms of competency among nursing students in experimental and comparison group.

This section was further subdivided into following sections:

**Section II<sub>a</sub>:** Evaluate the effectiveness of role play on management of conduct disorder in children in terms of knowledge among nursing students in experimental and control group.

**Section II<sub>b</sub>:** Evaluate the effectiveness of role play on management of conduct disorder in children in terms of skill among nursing students in experimental and control group.

**Section II<sub>c</sub>:** Evaluate the effectiveness of role play on management of conduct disorder in children in terms of clinical decision-making ability among nursing students in experimental and control group.

### ***Item Wise Frequency and Percentage Distribution of Correct Response for Structured Knowledge Questionnaire on Management of Conduct disorder in Children among Nursing Students in Experimental and comparison group***

**N=109**

| S. No | Correct Responses                                                                | Experimental group |                 | Comparison group |                 |
|-------|----------------------------------------------------------------------------------|--------------------|-----------------|------------------|-----------------|
|       |                                                                                  | Pre test f (%)     | Post test f (%) | Pre test f (%)   | Post test f (%) |
| 1     | Conduct Disorder: characterized by repetitive and persistent pattern of behavior | 34(58.62%)         | 44(75.86%)      | 24(47.06%)       | 30(58.82%)      |
| 2     | also called as Hyperkinetic syndrome                                             | 9(15.52%)          | 10(17.24%)      | 14(27.45%)       | 08(15.69%)      |
| 3     | risk factor is dysfunction family system                                         | 38(65.52%)         | 36(62.07%)      | 23(45.10%)       | 25(49.02%)      |
| 4     | associated with ADHD                                                             | 20(34.48%)         | 35(60.34%)      | 20(39.22%)       | 29(56.86%)      |
| 5     | is sometimes thought to be a precursor to antisocial                             | 28(48.28%)         | 35(60.34%)      | 24(47.06%)       | 27(52.94%)      |

|    |                                                                                                                                     |            |            |            |            |
|----|-------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|
|    | personality disorder                                                                                                                |            |            |            |            |
| 6  | mainly occurs in children and adolescent                                                                                            | 40(68.97%) | 40(68.97%) | 29(56.86%) | 35(68.63%) |
| 7  | Socio-Economic are not the causes of conduct disorder                                                                               | 14(24.14%) | 22(37.93%) | 14(27.45%) | 22(43.14%) |
| 8  | more in child those parents are having anti-social personality                                                                      | 32(55.17%) | 37(63.79%) | 26(50.98%) | 23(45.10%) |
| 9  | children who are before 10 years of age                                                                                             | 18(31.03%) | 08(13.79%) | 22(43.14%) | 12(23.53%) |
| 10 | juvenile delinquency is the complication                                                                                            | 20(34.48%) | 21(36.21%) | 10(19.61%) | 16(31.37%) |
| 11 | child relationship with peer group is disturbed.                                                                                    | 25(43.10%) | 32(55.17%) | 17(33.33%) | 23(45.10%) |
| 12 | The symptoms like running away from home, skipping school, break rules despite understanding the consequences come under aggression | 12(20.69%) | 12(20.69%) | 07(13.73%) | 06(11.76%) |

### Conclusion

The purpose of this study is to assess the effectiveness of role play on the knowledge, skill and clinical decision-making ability on management of conduct disorder in children among nursing students. The findings of the study were discussed with reference to other research studies. As this is the new study in the area of assessing the effectiveness of role play on management of conduct disorder in terms of competency (knowledge, skill and clinical decision making-ability) among nursing students. So, the more implicated cannot be implicated.

Based on the findings of the study it can be concluded that role play was effective to improve the competency (knowledge, skills. Clinical decision-making ability) on management of conduct disorder in children among nursing students in experimental group.

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