RESEARCH PAPER

Effectiveness of Structured Teaching Program on Knowledge Regarding Kleptomania in Children among Primary School Teachers in Selected Primary Schools: A Quasi-Experimental Study

Ms. Revati Mukesh Sathale[1*], Mrs. Siddeshwari Barbatkar[2], Mrs. Suman Azad[3]

[1]M.Sc. Nursing student, Mental Health (Psychiatric) Nursing, VSPM Madhuraibai Deshmukh Institute of Nursing, Maharashtra India.

[2]Professor cum HOD Mental Health (Psychiatric) Nursing, VSPM Madhuraibai Deshmukh Institute of Nursing, Maharashtra India.

[3]Associate professor, Mental Health (Psychiatric) Nursing, VSPM Madhuraibai Deshmukh Institute of Nursing, Maharashtra India.

*Corresponding Author: Ms. Revati Mukesh Sathale

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ABSTRACT

Background: Children are the foundation of our future, bringing immense joy and potential to our world. From birth to adolescence, children undergo rapid physical, emotional, and cognitive growth. Knowledge on kleptomania in children provides the eminence knowledge to the primary school teachers for identifying early signs of kleptomania and to get treatment for such disorders.

Methodology: The research design used in this study was Quasi – experimental one group pre- test post-test design to find the effectiveness of structured teaching program on knowledge regarding kleptomania in children among primary school teachers and also determine to associate the post-test knowledge score regarding kleptomania in children among primary school teachers with their selected demographic variables.

Results: Post-test knowledge score of primary school teacher was higher than pre-test. It shows that that 41.82% of primary school teachers had poor level of knowledge score and 58.18% of primary school teachers had average level of knowledge score. The mean and standard deviation of the result reveals that mean score is 8.27 and SD is 2.46 in pre-test and mean score is 21.16 and SD is 2.26 in post study.

Conclusion: After the detailed analysis, this study leads to the following conclusion: the primary school teachers have a good and very good knowledge regarding kleptomania in children. There was a significant increase in knowledge of primary school teachers after introduction of structured teaching program. Association of Pretest was seen with professional qualification and source of knowledge about kleptomania in children Thus, it was concluded that structured teaching program on knowledge regarding kleptomania in children among primary school teachers at selected primary school was found to be effective as a teaching strategy

Key words: : kleptomania, primary school teachers, primary school.

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INTRODUCTION

Stealing refers to taking another person's property without permission and with no intention of returning it. Although stealing may occur for various reasons, kleptomania is a distinct psychological condition characterized by recurrent difficulty resisting urges to steal objects that are generally unnecessary for personal use or monetary value. Unlike ordinary theft, which may be motivated by financial benefit or personal gain, kleptomania involves repetitive, impulsive stealing that may provide temporary emotional relief and is often followed by guilt, distress, or embarrassment.[1,2]

The exact prevalence of kleptomania remains uncertain because many affected individuals hesitate to seek professional help due to social stigma, shame, and fear of legal consequences.[3] Historically, kleptomania has been recognized as an impulse-control disorder, and its clinical features distinguish it from deliberate criminal behaviour. Individuals may experience increasing tension before stealing and temporary gratification or relief afterward. However, the underlying causes and mechanisms of the disorder are not fully understood.[4]

Research has also suggested a possible association between kleptomania and attention-deficit/hyperactivity disorder (ADHD). Impulsivity, difficulty delaying gratification, and impaired self-regulation may contribute to problematic decision-making in some individuals. Nevertheless, the relationship between ADHD and kleptomania remains

incompletely established, and impulsivity alone does not explain all stealing behaviour.[5] Other factors, including psychological distress, adverse childhood experiences, and coexisting mental-health difficulties, may also require consideration.

Kleptomania can affect social relationships, family functioning, emotional well-being, and an individual's ability to participate confidently in community life. In children, stealing behaviour requires careful assessment because taking objects may arise from developmental immaturity, unmet emotional needs, peer influence, or other behavioural and psychological difficulties. Therefore, stealing in children should not automatically be interpreted as kleptomania without appropriate professional evaluation.

Primary school teachers are well positioned to observe behavioural changes and identify children who may require guidance or referral. Providing teachers with accurate knowledge about kleptomania and related stealing behaviours may help reduce misconceptions, encourage supportive responses, and promote timely intervention. Hence, assessing teachers' knowledge and evaluating an educational programme may contribute to improved awareness and appropriate management of stealing behaviour among school-aged children.

Need of the Study

Kleptomania is an impulse-control disorder characterized by recurrent difficulty resisting the urge to steal objects that are generally unnecessary for personal use or monetary value. Evidence suggests that kleptomania may occur alongside other psychiatric conditions, including mood disorders and substance-use disorders. Studies among psychiatric patients have reported the presence of impulse-control disorders and kleptomania, highlighting the importance of recognizing and addressing these psychological concerns.[11,12]

Stealing behaviour in children requires careful attention because it may be associated with emotional distress, family conflicts, developmental difficulties, peer influence, or other behavioural problems. A case report involving a 14-year-old girl described repeated stealing urges associated with sadness and anxiety arising from parental conflict. The report highlighted the importance of appropriate psychological management and a supportive family environment.[13] However, stealing behaviour in children should not automatically be considered kleptomania without professional assessment.

Primary school teachers play an important role in observing children's behaviour because they interact with students regularly in the classroom. Adequate knowledge can help teachers recognize concerning behavioural patterns, avoid inappropriate labelling or punishment, provide suitable guidance, and refer children for professional assessment when necessary. Previous studies have demonstrated that structured teaching programmes can improve teachers' knowledge regarding common behavioural problems and child mental-health conditions.[14,15]

Despite the importance of early identification and appropriate management, teachers may have limited specific knowledge regarding kleptomania in children. Therefore, the present study aims to assess the effectiveness of a structured teaching programme on knowledge regarding kleptomania in children among primary school teachers in selected primary schools. The findings may help identify knowledge gaps and support the development of appropriate educational strategies to promote awareness, understanding, and supportive responses toward children exhibiting stealing behaviour.

Aim of the Study

To assess the effectiveness of a structured teaching programme on knowledge regarding kleptomania in children among primary school teachers in selected primary schools.

Objectives of the Study

1. To assess the pre-test level of knowledge regarding kleptomania in children among primary school teachers.
2. To assess the post-test level of knowledge regarding kleptomania in children among primary school teachers after administration of the structured teaching programme.
3. To evaluate the effectiveness of the structured teaching programme by comparing pre-test and post-test knowledge scores.
4. To determine the association between pre-test knowledge scores and selected demographic variables among primary school teachers.

RESEARCH METHODOLOGY

Research approach: Quantitative research approach.

Research type: Evaluative study.

Research design: Quasi-experimental, one-group pre-test–post-test design.

Research setting: Selected primary schools.

Sample and sample size: 110 primary school teachers who were available during the data-collection period.

Sampling technique: The sampling technique is not explicitly specified in the provided methodology. It should be confirmed whether convenience or another sampling technique was used.

Tool description: The data-collection tool consisted of two sections: Section I, demographic characteristics of primary school teachers; and Section II, a structured knowledge questionnaire regarding kleptomania in children. A 30-minute pre-test was administered, followed by a 45-minute structured teaching programme using appropriate audiovisual aids. The post-test was conducted after seven days using the same questionnaire.

Reliability: The reliability coefficient of the structured knowledge questionnaire was not provided; it should be added after verification from the study records.

Pilot study: A pilot study was not mentioned in the provided methodology; therefore, its conduct and findings cannot be confirmed.

Data analysis: Data were analysed using SPSS version 20, with appropriate descriptive and inferential statistical methods.

RESULTS

The data were analysed using descriptive and inferential statistics to assess the effectiveness of the structured teaching programme among 110 primary school teachers.

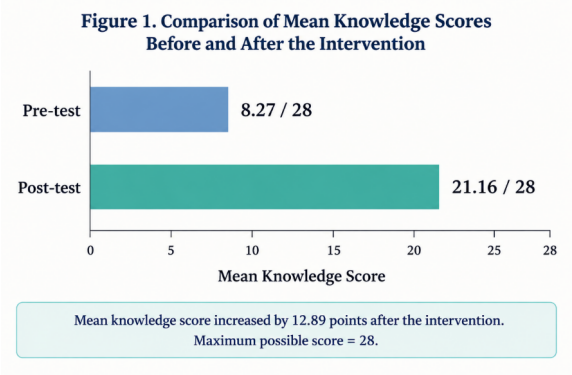
Table 1. Distribution of Knowledge Levels Before and After the Structured Teaching Programme

N = 110

Knowledge level	Score range	Pre-test n (%)	Post-test n (%)
Poor	0–7	46 (41.82%)	0 (0%)
Average	8–14	64 (58.18%)	1 (0.91%)
Good	15–21	0 (0%)	55 (50.00%)
Very good	22–28	0 (0%)	54 (49.09%)
Total		110 (100%)	110 (100%)

Interpretation: Before the intervention, 41.82% of teachers had poor knowledge and 58.18% had average knowledge. After the structured teaching programme, 50% achieved good knowledge and 49.09% achieved very good knowledge. Only 0.91% remained in the average category, and none remained in the poor category. These findings demonstrate a marked improvement in knowledge following the intervention.

Figure 1. Comparison of Mean Knowledge Scores Before and After the Intervention



Mean knowledge score increased by 12.89 points after the intervention. Maximum possible score = 28.

Interpretation: The mean knowledge score increased from 8.27 ± 2.46 in the pre-test to 21.16 ± 2.26 in the post-test, indicating substantial improvement following the structured teaching programme.

Table 2. Comparison of Pre-test and Post-test Knowledge Scores

N = 110; degrees of freedom = 109

Assessment	Mean ± SD	Mean difference ± SD	t-value	p-value
Pre-test	8.27 ± 2.46			
Post-test	21.16 ± 2.26	12.89 ± 3.35	40.30	0.0001

Interpretation: The mean knowledge score increased by 12.89 points after the structured teaching programme. The calculated t-value of 40.30 and p-value of 0.0001 indicate a statistically significant difference between pre-test and post-test knowledge scores. Therefore, the study findings support the effectiveness of the structured teaching programme in improving teachers' knowledge regarding kleptomania in children.

DISCUSSION

The present study was conducted to assess the effectiveness of a structured teaching programme on knowledge regarding kleptomania in children among primary school teachers. A total of 110 teachers

participated in the study, and their knowledge was assessed before and seven days after the educational intervention.

The findings revealed that, during the pre-test, 41.82% of teachers had poor knowledge and 58.18% had average knowledge. No participants achieved good or very good knowledge levels before the intervention. These findings indicate that teachers had limited baseline knowledge regarding kleptomania in children, highlighting the need for educational initiatives to improve awareness and understanding of this behavioural and psychological condition.

Following the structured teaching programme, a considerable improvement was observed. In the post-test, 50% of teachers achieved good knowledge and 49.09% achieved very good knowledge, while only 0.91% remained in the average category. None of the participants remained in the poor knowledge category. The mean knowledge score increased from 8.27 ± 2.46 in the pre-test to 21.16 ± 2.26 in the post-test, demonstrating an improvement of 12.89 points.

The difference between pre-test and post-test knowledge scores was statistically significant ($t = 40.30$, $p = 0.0001$). These findings suggest that the structured teaching programme was effective in improving knowledge regarding kleptomania in children among primary school teachers.

The results are consistent with previous studies examining structured teaching programmes on common behavioural problems and child mental-health disorders. Such studies have also reported significant improvements in teachers' knowledge following educational interventions. These findings support the importance of providing teachers with appropriate information about childhood behavioural and psychological concerns.

Overall, the study highlights the potential value of structured education in improving teachers' knowledge. However, the one-group pre-test–post-test design, absence of a control group, and assessment over a short follow-up period limit the ability to establish long-term effectiveness. Further studies with control groups and longer follow-up periods are recommended.

CONCLUSION

The present study concluded that the structured teaching programme was effective in improving knowledge regarding kleptomania in children among primary school teachers in selected primary schools. Before the intervention, most participants demonstrated poor or average knowledge, indicating a need for systematic educational support regarding childhood stealing behaviour and associated psychological concerns.

After the structured teaching programme, substantial improvement was observed in the participants' knowledge levels. Half of the teachers achieved good knowledge, while 49.09% attained very good knowledge. The mean knowledge score increased from 8.27 ± 2.46 in the pre-test to 21.16 ± 2.26 in the post-test. The observed difference was statistically significant ($t = 40.30$, $p = 0.0001$), supporting the effectiveness of the educational intervention.

The findings emphasize the importance of educating primary school teachers about kleptomania and related behavioural concerns in children. Improved knowledge may help teachers respond more appropriately to concerning behaviours, avoid unnecessary labelling or punitive responses, and recognize situations that require referral to qualified mental-health professionals. Teachers can contribute to early identification and supportive school environments, although diagnosis should be made by appropriately qualified professionals.

The structured teaching programme may therefore be considered a useful educational strategy for enhancing teachers' awareness of kleptomania in children. Schools and educational institutions may consider incorporating similar mental-health awareness programmes into teacher development activities. Further research involving larger samples, control groups, and longer follow-up periods is recommended to assess knowledge retention and the broader application of these findings in school settings.

Important statistical check before submission: Verify the reported mean difference standard deviation (3.35), t-value (40.30), and p-value against the original SPSS output. The study design supports conclusions about improvement following the programme, but without a control group, other explanations for the improvement cannot be fully excluded.

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