



A STUDY TO ASSESS THE KNOWLEDGE OF PRIMARY SCHOOL TEACHERS REGARDING BEHAVIORAL PROBLEMS AMONG CHILDREN OF AGE 5-12 IN SELECTED SCHOOLS OF PATIALA ,WITH VIEW TO DEVELOP AN INFORMATIONAL BOOKLET.

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ABSTRACT

A study to assess the knowledge of primary school teachers regarding behavioral problems among children of age 5-12 in selected schools of Patiala ,with view to develop an informational booklet .The present study aimed 1.To assess the overall knowledge of primary school teachers regarding behavioral problems among children.2.To assess the overall knowledge of primary school teachers regarding overview of normal and abnormal behavior, psychosocial disorder and habit disorders among children.3.To assess the overall knowledge of primary school teachers regarding anxiety disorder, disruptive behavior disorder and mental retardation among children.4.To identify the relationship of primary school teachers knowledge regarding behavioral problems among children with selected demographic variables.5. To develop an informational booklet on behavioral problems among children. The research approach for the study was non- experimental research approach with descriptive research design. The study conducted in the Govt. College of nursing, Govt. Medical College, Rajindra Hospital,Patiala . The knowledge questionnaire was used to collect data and rating scale was used for checking the level of knowledge . Personal variables revealed that majority of teachers were females i.e. 96.7%. Majority of teachers were married i.e. 80%. Most of teachers were belonging to arts background i.e. 63.3% and from science stream 25%.20% of teachers were having experience more than 15 years followed by 18.3% having 10-15 years and 33% teachers were having 5-10 years of experience. The total mean knowledge scores found was 45.23 (60%). Knowledge of 32 teachers (53.3%) were found to good followed by 16 and 10 as average and excellent knowledge respectively. Chi square value computed between Knowledge of school teachers regarding behavioral problems with their selected demographic variables were found to be statistically not significant.

KEYWORDS : Primary school teachers, Behaviour problems, Children

INTRODUCTION

Normal behaviour of a child is socially, physically, culturally and mentally appropriate .Abnormal behaviour of children is not easily acceptable and mistreated by the society. The growing years of a child are perhaps the most difficult time a family ever has, because during these years a child deals with various concepts of life like family belonging, discipline and social norms .it is difficult to differentiate between mischievous children and a child with behavioural problem¹ .

Schools are one of the most organized and powerful systems in the society which presents opportunity to work and influences the health and well being of children.² School plays a crucial and formative role in the spheres of cognition, language, emotional, social and moral development of children.³ in order to produce healthy citizens,it is necessary to pay attention towards the well being of children. The studies conducted over last fifty years regarding behavioural problems of school children invite attention towards them. Beyond the calculations the prevalence of different types of behavioural problems are extremely high among children⁴ .

OBJECTIVES:

1. To assess the overall knowledge of primary school teachers regarding behavioral problems among children.
2. To assess the overall knowledge of primary school teachers regarding overview of normal and abnormal behavior, psychosocial disorder and habit disorders among children.
3. To assess the overall knowledge of primary school teachers regarding anxiety disorder, disruptive behavior disorder and mental retardation among children.
4. To identify the relationship of primary school teachers knowledge regarding behavioral problems among children with selected demographic variables.
5. To develop an informational booklet on behavioral problems among children

MATERIALAND METHODS

The research approach adopted for the study was non-experimental with descriptive design.

The present study was conducted on sixty primary school teachers to assess their knowledge regarding behavioural disorders among nursing school children's.

The sample was selected using convenient sampling technique.

SETTING:

Setting refers to the area where the study is conducted. It may be natural setting or laboratory setting depending upon the study topic and researcher's choice.

In this study the setting was two primary schools in Patiala

1. Yadvindra public school
2. Budha dal public school

POPULATION:

Population is a group whose members possess specific attributes that a researcher is interested in study.

Target population for the present study was primary school teachers of 1st standard to 7th standard at different schools of Patiala.

SAMPLE AND SAMPLE SIZE:

The sample for the present study was 60 primary school teachers who teach from 1st standard to 7th standards in selected schools.

SAMPLING TECHNIQUE:

Simple random sampling technique is a strategy in which the researcher's knowledge of the population and its elements are used to select a sample which is typical to representing the population. Convenience technique, a type of Non probability sampling approach was found to be appropriate for the present study

VARIABLES:

Independent Variable:

Selected demographic variable such as age, sex, religion, Marital status, experience, educational field ,source of knowledge.

Dependent variable:

Knowledge of teachers regarding behaviour problems.

Development Of Tool And Data Analysis:

The tool developed and used for data collection was structured knowledge questionnaire regarding sign and symptoms, causes, complications and management of behavioural problems.

(a) Criteria For Assessment Of Level Of Knowledge

LEVEL OF KNOWLEDGE	RANGE
Excellent	81-100

Good	61-80
Average	41-60
Fair	21-40
Poor	0-20

(B) Criterion Measure Of Knowledge Questionnaire

QUESTIONNAIRE (SUB PARTS)	NUMBER
OVERVIEW OF NORMAL AND ABNORMAL BEHAVIOUR	10
PSYCHOSOCIAL DISORDERS	10
HABIT DISORDERS	10
ANXIETY DISORDERS	10
SLEEPING DISORDERS	10

RESULTS :

Table: 1 Shows Frequency And Percentage Distribution Of Primary School Teachers In Terms Of SocioDemographic Variables

N= 60

VARIABLES	f	%
Age (yrs)		
• <30	20	33.3
• >30	40	66.6
Gender		
• Male	02	3.3
• female	58	96.7
Marital Status		
• Married	48	80
• Unmarried	12	20
Educational field		
• Art	38	63.3
• Science	15	25
• Commerce	07	11.7
Experience		
• <5 years	17	28.3
• 5-10 years	20	33.3
• 10-15 years	11	18.3
• >15 years	12	20
Source of knowledge		
• Television	03	5
• Newspaper	17	28.3
• Magazines	03	5
• Internet	37	61.7

TABLE 2: Mean and Mean % of overall knowledge scores of primary school teachers regarding Causes, Sign and Symptoms, Complications and Management of behavioural problems among children

N = 60

Overall knowledge area	Area score	Score obtained	Mean	Mean %age	S.D
Behavioural problems	60	2714	45.23	60	3.6

Table 3: Frequency And Percentage Distribution Of Level Of Knowledge Of School Teachers Regarding Behavioural Problems Among Childrens

N= 60

LEVEL OF KNOWLEGDE	f	%
Excellent (81-100)	10	16.6
Good (61-80)	32	53.3
Average (41-60)	16	26.6
Fair (21-40)	02	03
Poor (0-20)	00	00

Preparation of an information booklet for the knowledge of primary school teachers regarding behavioral problems among children of age 5-12

The information booklet was developed on the basis of the findings of the study. This is supported by many studies. The study conducted by Suman (2004)⁵ where she finds that teachers are utilized in planning and implementing life skill education, mental health education, psycho-social intervention and professional referral. This is also supported by a study Walter HJ, Gouze K, Lim KG (2006)⁶, they found that the teachers would benefit from education, training and consultation from mental health professionals if they serve as effective gate keepers to mental health services. This is also similar to a study

conducted by Lauria-Horner BA, Kutcher S, Brooks SJ (2004)⁷, found that mental health awareness and understanding was enhanced by curriculum effects on help seeking behaviour and case identification. This is also supported by the study conducted by Dake JA, Price JH, Telljohann SK, Funk JB (2003)⁸, they suggest that pre professional and continuing education are needed to improve teacher knowledge about effective class room based prevention activities.

The steps involved in the development of information booklet:

- 1) Preparation of the first draft of the information booklet
- 2) Content validation of the information booklet
- 3) Editing of information booklet
- 4) Preparation of the final draft of information booklet

1. Preparation of the first draft of the information booklet:

The first draft was prepared on the basis of extensive review of literature and opinion of the experts. The convenience, independent learning and level of understanding of the students were considered for the effectiveness.

2. Content validation of the information booklet:

The information booklet developed by the investigator along with the questionnaire was given to experts for validation. The experts were asked to give their suggestions and opinions about the content against the criteria checklist. All the suggestions were considered for the development of information booklet.

3. Editing of information booklet:

The information booklet was subjected to content validity, the suggestions and opinions of the experts were incorporated and the unwanted items were deleted.

4. Preparation of the final draft of information booklet

The final draft of information booklet was prepared by simplifying the language.

MAJOR FINDINGS

1. Majority of teachers were females i.e. 96.7%. Majority of teachers were married i.e. 80%.
2. Most of teachers were belonging to arts background i.e. 63.3% and from science stream 25%.
3. 20% of teachers were having experience more than 15 years followed by 18.3% having 10-15 years and 33% teachers were having 5-10 years of experience.
4. The total mean knowledge scores found was 45.23 (60%).
5. Knowledge of 32 teachers (53.3%) were found to good followed by 16 and 10 as average and excellent knowledge respectively.
6. Chi square value computed between Knowledge of school teachers regarding behavioral problems with their selected demographic variables were found to be statistically not significant. This reveals that there is no significant association between level of knowledge with personal variables of school teachers.

IMPLICATIONS OF THE STUDY:

The findings of this study have implications in various areas of nursing namely nursing practice, nursing education, nursing administration and nursing research.

Nursing Practice:

Primary school teachers have a vital role in school health services. Prevention of behavioral problem is one of the components of school health service. Measures should be taken to improve their knowledge. Education programme with effective teaching strategies will help primary school teachers to improve their knowledge in prevention of behavioral problems. Various Teaching strategies can be used to improve in their knowledge on Prevention of behavioral problem in order to promote health of the children in schools.

Nursing Education:

The primary school teacher's curriculum should consist of knowledge related to behavioral problem and their effective implementation. While training primary school teachers, emphasis should be on prevention behavioral problem.

Nurses at the post-graduate level need to develop skills in preparing health teaching material in various health aspects in Prevention of behavioral problem, newer techniques have to be used for motivating

staff participation. Emphasis should be made on in service education and training programmes in the department to increase the knowledge of primary school teachers.

Nursing Administration:

As a part of school health service, the nurse administrator should plan and organize continuing education programme for primary school teachers to motivate them in conducting teaching programmes on prevention behavioral problem in schools. Primary school teachers can also teach to students about the same. She/he should be able to plan and organize programme taking in to consideration the cost effectiveness and carry out successful educational programme.

Significance Of The Study

The findings of this study will redound to the benefit of society considering that teacher play an important role for early identification and development of children. Children with behavioural disorders may throw frequent and extended tantrums hurt themselves or others, get involved in criminal activities, lie, smoke, use alcohol or drugs, or engage in early sexual activity. They also have a higher than average risk of suicide. Behavioural techniques are very important in the ongoing management of behavioural disorder.

The goal of our new screening program is to identify concerns early so that we can offer timely assistance when appropriate. Because our practice has a longstanding history of providing care for the "whole child/adolescent," we have been awarded a grant from 'The Child Health and Development Institute' to assist in our implementation of this enhanced screening initiative.

RECOMMENDATION

1. A study can be carried out to evaluate the efficiency of various teaching strategies like self instructional module, pamphlets, leaflets and computers assisted instructions on Behavioral problems.
2. Arrange orientation programmes for teachers to various special schools.
3. A similar study can be conducted with the post test after six month or one year interval.
4. Same study can be repeated in areas like play schools, anganwadis, etc.
5. A study can be conducted among school teachers on other child health problems like learning difficulties, conduct disorders, emotional problems.

CONCLUSION:

The study was descriptive type to assess the knowledge of school teachers regarding behavioural problems among school children in selected schools at patiala with a view to develop an information booklet. It was conducted in 3 simple randomly selected schools. Analysis was done and the following conclusions were drawn.

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