



KNOWLEDGE OF PRIMARY SCHOOL TEACHERS REGARDING BEHAVIORAL PROBLEM AMONG SCHOOL CHILDREN'S

Nursing

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ABSTRACT

Teachers have difficulties managing children's behavioural problems. Teachers reported under listening talking and counselling as a first option to deal with child behavioural problems. An understanding of the emotional development of children is essential. Different components of a healthy personality develop at various periods in the process of growing. As the child passes from infancy to toddler stage, he uses his increasing ability to help himself and to develop his sense of autonomy. The preschool child watches adults and attempts to imitate their behaviour. He develops a sense of initiative controlled by conscience between the age of six and thirteen years. The child develops a sense of industry and a desire to engage in task in the real world.¹

Teachers have been utilized for school health programs in health status assessment and health education. Since there is considerable shortage of mental health professionals, school teachers can make important contributions in the promotion of mental health of children. The opportunity that teachers have for interpersonal relationships greatly contributes to the mental health of children.²

The research approach used for the study was quantitative approach, design was non-experimental, descriptive survey research design, by using non-probability Purposive sampling technique 60 primary school teachers were selected for the study. Structured knowledge questionnaire were used to assess the knowledge of primary school teachers regarding behavioural problem.

The result of the study revealed that 50% of primary school teachers were having poor knowledge, while 41.67% were having average knowledge and 8.33% were having good knowledge.

There was a significant association between knowledge scores regarding behavioural problem with their selected socio-demographic variables like Age, Gender, Religion, Educational status, Year of experience, Teaching class (Standard) and Source of information. The calculated Chi-square values were higher than tabulated value.

KEYWORDS

Identify, Knowledge, Primary school teachers, School children, Behavioral problem, Information booklet

I. INTRODUCTION

Today's children are tomorrow's responsible citizens of the world. There is a great emphasis on children these days because of the recognition that a very substantial proportion of the world's population, 35-45% constitute young children. The future of our country depends on the positive mental health of our young people. However, nearly one in five children and adolescents have emotional and behavioural disorders at some point in time in their young lives, regardless of their geographic region or socio-economic status.³

Recent evidence by WHO indicates that by 2020 childhood neuropsychiatric disorders will rise proportionately by over 50%, and would be the fifth most common cause of morbidity, mortality and disability among children. Epidemiological estimates suggest that approximately 14-20% of all children from birth to 18 years of age have some type of psychiatric disorder and about 3% to 5% have serious disorders.⁴

The most commonly reported child behavioural problems in the study area were addictive behavior neglecting schoolwork getting over small issue fighting disobedience and stealing. The children's family and community environment were seen responsible for the increase or decrease of these problems. Children with supportive parents and family environments were thought to exhibit fewer behaviour-related problems than children with unsupportive parents and difficult family circumstances. Respondents reported that society had negative attitudes towards children with behavioural problems.⁵

The term "behaviour disorder" is often seen as less stigmatizing, less severe, more socially acceptable and more practical than the term emotionally disturbed. The term grew out of a behavioural model which process the teachers can see and describe behavioural disorder, but cannot easily describe disturbed emotions. In common usage today, "behavioural disorder" is usually attributed to less severely disturbed students whereas "emotionally disturbed" is reserved for the most seriously impaired.⁶

A well set up school mental health program is concerned not only with the prevention and management of emotional and psychosocial problems of young children, but also with the utilization of trained teachers to improve the psychosocial aspects of school children. It is also required to develop an educational method that takes into consideration, its impact on the mental health of the students. Mental

health inputs in the school health program is likely to play a major role in the amelioration of social, behavioural and learning problems manifested in school children.⁷

Therefore as mental health in school health is essential, for which teachers need to identify the common mental health problems. The disruptive behaviours in the classroom tend to diminish if they are ignored by the teacher and if the teacher gives systematic approval and attention when they behave well. So, knowledge of teachers regarding prevention of behavioural problems among school children is very much essential for mental health promotion.⁸

II. METHODS AND DATA COLLECTION

After extensive review of literature as well as discussion with guide and experts, the tool that is socio-demographical data and Structured knowledge questionnaire on knowledge regarding behavioral problem were developed to identify the knowledge of primary school teachers regarding behavioral problem among school children's in selected schools of Kolhapur.

Selected socio-demographical data comprised of 07 items seeking information on demographic variables like age in years, gender, religion, educational status, year of experience, teaching class, other source of information.

Prior permission was obtained from the principal of the schools. For maximum co-operation, the investigator introduced him to the respondents and willingness of the participants was ascertained. By using non-probability Purposive sampling technique 60 primary school teachers were selected for the study. Structured knowledge questionnaire were used to assess the knowledge of primary school teachers regarding behavioural problem. The researcher collected the data from the subjects. The data collected were recorded systematically on each subject and were organized in a way that facilitates computer entry and data analysis.

III DISCUSSION

The present study has been undertaken to identify the knowledge of primary school teachers regarding behavioral problem among school children's at Kolhapur with a view to develop information booklet.

1) Findings Related To Selected Socio-Demographic Variables.

In the present study, out of 60 primary school teachers, majority of

participants 20 (33.33%) were belonged to the age group of 41-50 years, whereas 19 (31.67%) belonged to age group of 31-40 years, while 11 (18.33%) belonged to the age group of 21-30 years and 10 (16.67%) belonged to age group of above 50 years.

A contradictory finding were reported in a study conducted by Mr. Edwin Jose, which shows that most of the participant 31 (62%) were belong to the age group of 20-30 years, whereas 17 (34%) belonged to age group of 31-40 years, while 2 (4%) belonged to age group of 41-50 years.

In the present study, out of 60 primary school teachers, Majority of the participants 39 (65%) were female and 21 (35%) were male. **A similar finding were reported in a study conducted by Mr. Edwin Jose**, which shows that most of the participant were 41 (82%) were female and 8 (18%) were male.

In the present study, out of 60 primary school teacher, Majority of the participants 28 (46.67%) have done B.Ed., while 17 (28.33%) have done D.Ed., 10 (16.67%) were M.Ed., and 05 (8.33%) have completed other degrees. **A similar finding were reported in a study conducted by Mr. Edwin Jose**, which shows that most of the participant 34 (68%) were belonged to B.Ed, whereas 11 (22%) were belong to D.Ed, while 5 (10%) belong to M.Ed.

2) Findings Related To Distribution Of Samples According To The Knowledge Scores.

In the present study, out of 60 primary school teachers, Majority of the samples 30 (50%) were having poor knowledge, while 25 (41.67%) were having average knowledge and 5 (8.33%) were having good knowledge. **A similar finding were reported in a study conducted by Mr. Edwin Jose**, which show most of the sample 42 (84%) were having inadequate knowledge whereas 8 (18%) were having adequate knowledge, while 0 (0%) were having moderate knowledge.

3) Findings related to association between knowledge scores regarding behavioural problem with their selected socio-demographic variables.

In the present study, out of 60 primary school teachers, there was a significant association between knowledge score regarding behavioural problem with their selected socio-demographic Variables like Age, Gender, and Religion and Educational status, Year of experience, teaching class (Standard) and Source of information. **A contradictory finding were reported in a study conducted by Mr. Edwin Jose**, which show that was a significant association between knowledge score regarding behavioural problem with their selected socio-demographic Variables like Age.

IV. IMPLICATIONS

Implications of the Study

The findings of the study have several implications in different areas which are discussed in following area Nursing Education, Nursing Practice, Nursing Administration, Nursing Research.

1. Nursing Education

- Nurses at the post-graduate level need to develop skills in preparing health teaching material in various health aspects in Prevention of behavioral problem.
- Emphasis should be made on in service education and training programmes in the department to increase the knowledge of primary school teachers.

2. Nursing Practice

- Education program with effective teaching strategies will help primary school teachers to improve their knowledge of behavioral problems.
- Various Teaching strategies can be used to improve in their knowledge of behavioral problem in order to promote health of the children in schools.

3. Nursing Administration

- The nurse administrator should make arrangements to see that sufficient manpower, money and materials are available for disseminating health information.
- In-services education programmed, conferences, workshop can be organized on various aspects of mental health problems in school children.

4. Nursing Research

- The investigator recommends conducting periodic research on childhood disorders and role of nurses.
- The study results can be published to help the people to get awareness through media, magazines.

V. RECOMMENDATIONS

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. A similar study can be conducted with the pre test and post test.
3. Same study can be repeated in areas like play schools, anganwadis, etc. a study can be conducted among school teachers on other child health problems like learning difficulties, conduct disorders, emotional problems.

VI. CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

In the present study, out of 60 primary school teachers, Majority of the samples 30 (50%) were having poor knowledge, while 25 (41.67%) were having average knowledge and 5 (8.33%) were having good knowledge.

There was a Significant association between knowledge scores regarding behavioral problem with their selected socio-demographic Variables like Age, Gender, and Religion and Educational status, Year of experience, teaching class (Standard) and Source of information. The calculated Chi-square values were higher than tabulated value. **Hence H₁ is accepted.**

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