A Study to Assess the Knowledge of Primary School Teachers Regarding Behavioral Problems and their Prevention among Children in Selected Government Primary Schools in Chamarajanagar District with a View to Develop an Information Guide Sheet

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Abstract

Background of Study: School age children have a growing need for privacy, autonomy and when separation from their parents, children are most like adults emotionally. Children face transition such as entering schools, taking new subjects, changing class rooms and teachers, making new friends, trying new activities etc. They also undergo losses, which are painful at times, at this stage of life, they lack the intellectual ability to understand pain like adults and control it. Hence, they are more vulnerable because they have not developed the cognitive skills necessary to understand their problems and causes. This study was conducted to assess a study to assess the knowledge of primary school teachers regarding behavioural problems and their prevention among children in selected Government primary schools in Chamarajanagar district with a view to develop an information guide sheet.

Objectives of Study: To assess the knowledge of primary school teachers regarding behavioral problems and their prevention in school children. To find association between knowledge of the primary school teachers regarding behavior problems and their prevention with selected variables. To prepare an information guide sheet regarding behavioral problems and their prevention in children for primary school teachers.

Methods: The study involved descriptive survey approach, and non-experimental descriptive research design with purposive sampling technique. To collect the data from respondents, a structured questionnaire was administered to 50 primary school teachers who teach from 1st standard to 7th standards in selected Government Primary Schools of Chamarajanagar District following inclusion and exclusion criteria. The tool consisted 55 items regarding knowledge assessment. The results were described by using descriptive and inferential statistics.

Results: The overall mean knowledge score obtained by the respondents was 46.1% regarding common behavioral problems among children. With regard to participants there is significant association between knowledge and selected demographic variables like gender (X^2=4.43) at 5% level. There is no significant association between demographic variables such age (X^2= 0.45), religion (X^2= 0.18), respondent's children age (X^2= 4.62), Educational qualification (X^2= 0.45) Teaching experience (X^2= 2.86), contact hours (X^2= 1.27), Identified students behaviours (X^2= 0.19) Educational programme attended(X^2= 0.19) and parent teachers association(X^2= 0.08)

Interpretation and Conclusion: The overall findings of the study clearly showed that The overall knowledge scores of respondents regarding behavioural problems is 46.1% and about 60% of respondents had inadequate knowledge on behavioural problems. Hence information guide sheet may enhance the knowledge of Primary School Teachers Regarding Behavioural Problems and their Prevention among Children

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Introduction

Today's children are tomorrow's responsible citizens of the world. There is a great to emphasize 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 positive mental health of our young people. However, nearly one in five children and adolescents have emotional and behavioural disorders at some point of time in their young lives, regardless of their geographic region or socio-economic status.[1] 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. Epidemiologically estimates suggests that approximately 14-20% of all children from birth to 18 years of age have some type of psychiatric disorders and about 3% to 5% have serious disorders.[2] The behavioural problems interfere with the child's adjustment to life and as a result, makes him unhappy in later life also. It also makes their life difficult and unsatisfactory as well as that of those around them. If no remedial steps are taken it may distort his total personality. Hence, there is a need to identify and provide suitable measures to deal with behavioural problems at an early age.[3]

Statement of the problem:

" A Study to Assess the Knowledge of Primary School Teachers Regarding Behavioral Problems and their Prevention among Children in Selected Government Primary Schools in Chamarajanagar District with a View to Develop an Information Guide Sheet"

Conceptual framework: The present study Conceptual Framework Based on Modified Pender's Health Promotion Model (1996)

Assumptions:

1. Primary school teachers may have some knowledge regarding prevention of behavioral problems among children.

2. Developing an information guide sheet based on the assessed knowledge regarding prevention of behavioral problems among children will update their lacking knowledge on prevention of behavioral problem.

Research methodology:

A non-experimental research approach was considered the best to assess the level of knowledge among selected government primary school teachers chamarajanagar district. A descriptive research design was adopted. The study was conducted in the following selected government primary schools in chamarajanagar district.Viz, National Primary School, kollegal, Governemnt Primary Schools at Shankanapura kamagere, Mudigunda and Kaliyuru In the present study, the populations were 10 Primary school teachers from each government primary schools. The total sample size of the study consists of 50. Subjects were selected by purposive sampling technique.

structured questionnaire was administered to 50 primary school teachers who teach from 1st standard to 7th standards in selected Government Primary Schools of Chamarajanagar District The tool was selected and developed based on the research problem, review of the related literature and with suggestions and guidance of the experts in the field of psychiatric Nursing, The tool consisted of 2 Sections.

Section I: consists of 16 items to obtain information regarding age, sex, religion, education, marital status, children age group, years of experience, subjects handled, contact hours with students, classes being handled, abnormal behavior noticed and Parent Teacher Association.

Section II: Structured knowledge questionnaire. This section consists of 55 multiple choice questions and each correct response carried one score comprising the total score of 55

Findings of study:

i. Findings related to demographic characteristics

Among primary school teachers majority of them,38% of were in the age group of 31-40 years, 14% of were between 20-30 years and 51-60 years respectively.

Among primary school teachers majority of 68% of the respondents were found to be females, 82% of the respondents are Hindus, 10% Christians, 8% Muslims.

Findings shows that 86% of the respondents with the qualification of T.C.H./D.Ed., 6% with P.U.C. and B.Ed. and 2% with degree level of education.

Findings related to experience shows that 46% of respondents had below 10 years of experience and 36% had 10-19 years of experience

In this study 46% of respondents have children above 13 years of age, 24% had 6-13 years, 22% had below 6 years and 8% with no children.

In this study 38% of respondents had contact with students were about 25 hours, higher percent of respondents handled classes of 5th standard 52%, 6th standard 46% and 7th standard 44%.

Findings reveals that the 52% of respondents did not attended any programme, 22% had attended seminars and 12% attended workshop on mental health.

In this study 54% of respondents had not observed any abnormal behaviour among children, 46% of respondents had observed abnormal behaviour among children.

Findings shows that 78% of schools follow parents teacher association regularly, and 38% follow quarterly parent teacher association and 22% of schools do not follow parent's teacher association.

ii. Knowledge of primary school teachers regarding behavioural problems and their

Prevention among school children

The aspects were discussed under the following sub-headings.

a. Common behavioural problems

Findings reveals that 47.2% of respondents knows about common behavioural problems among children.

b. **Common bad habits**

This study shows that 65.4% of respondents had adequate knowledge regarding common bad

Habits among children.

c. **Communication disorder**

Findings reveals that 48.8% of respondents aware of common communication disorder among children.

d. **Learning disorder**

The findings shows that 45.9% of respondents knew regarding learning disorder.

e. **Conduct disorder**

Findings reveals that 25.8% of respondents aware about conduct disorder

f. **Temper tantrum**

Findings reveals that 50.5% of respondents aware about temper tantrum.

g. **Anxiety**

In this study 40.8% of respondents knew about anxiety.

h. **Prevention of behavioural problems**

Findings reveals that 53.0% of respondents possess knowledge regarding prevention of behavioural problems.

The findings shows that overall mean knowledge scores of respondents is found to be 46.1% regarding behavioural problems and their prevention. This shows that there is a need for mental health programmes for teachers

iii. Association between knowledge of the primary school teachers regarding behaviour

Problems and their prevention with selected variables

There is significant association between knowledge and selected demographic variable like gender (X^2=4.43) at 5% level.

There is no significant association between demographic variables such age (X^2= 0.45), religion (X^2= 0.18), respondent's children age (X^2= 4.62), Educational qualification (X^2= 0.45) Teaching experience (X^2= 2.86), contact hours (X^2= 1.27), Identified students behaviours (X^2= 0.19) Educational programme attended(X^2= 0.19) and parent teachers association(X^2= 0.08)

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