

# Knowledge of Teacher Regarding Behavioral Problems In School Going Children At Selected Primary Schools Visakhapatnam

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**Abstract-** The present study was conducted to assess the level of knowledge and determine the effectiveness of structure teaching programme on management and prevention of behavioral problems in school going children among teacher. In order to achieve the objectives of study, a one group pretest and posttest design with quasi experimental design was adopted. Purposive sampling technique was used to select the sample. The data was collected from 50 primary school teachers. A significance association was found between the education qualification ( $\chi^2=5.357$ ) and source of information ( $\chi^2=11.580$ ). Structured teaching programme was effective in improving the knowledge of teacher regarding behavioral problems in school going children.

## I. INTRODUCTION

Each child is a unique person, a person whose future will be affected for better or worse by the influences that mould his or her life during the early years. Children can be lovable one minute, and thoroughly disagreeable the next. They can be the source of immense joy but the cause of the much frustration and irritation, they can make enormous demands on their parents but equally they can give you unconditional love and an immeasurable sense of importance.

Children behavioral problems are serious and may have indirect effect in the child's life in the future if not taken care of fast. The growing years of a child are perhaps the most difficult a family ever has. It is during these years that a child comes to terms with various concepts of life, like family belonging, discipline, social norms etc. It is necessary to differentiate between mischievous children and child behavioral problems. There is no known medical treatment for such behavioral problems in children. However, at the proper time may help to solve this problem.

### Need for the study

Every individual has the right that his physical, social and emotional needs should be satisfied in society as well as in class room environment. The desire to be accepted and protected in childhood is natural. He or she needs help for

adjustment. This is his/her right that s/he should be provided with an environment in which his/her natural capabilities flourish so that s/he may become useful member of the society. In order to produce healthy citizens, it is necessary to concentrate our attention towards the well-being of our children. Today's child is tomorrows' adult. The studies conducted over last fifty years regarding behavioral problems of school children invite our attention towards them. Beyond our calculations the prevalence of different types of behavioral problems are extremely high among them. Every day at least 5-6 hrs it is the school teacher who comes in contact with school children. If teachers are educated especially about physical and mental problems with the help of Structured Teaching Program it will help the teachers to identify teacher as early as possible and take remedial measures promptly. Care of school age child is not only important in itself, the school system also offers an excellent country wide net work and entry point for a comprehensive health program. The quality of human resources of any country is largely determined by the quality of its child development services. The vast bulk of India's children continue to be in a sub-standard law of physical and mental health, these are the children who will grow into stunted adults tomorrow, with varying degree of physical mental stamina and productivities.

## II. OBJECTIVES OF THE STUDY

1. To assess the level of knowledge regarding Behavioral problems in children among teachers of selected primary schools in Visakhapatnam District Andhra Pradesh.
2. To prepare and administer of structured teaching programme regarding Behavioral problems in children among primary school teachers of selected schools in Visakhapatnam District Andhra Pradesh.
3. To evaluate the effectiveness of structured teaching programme regarding Behavioral problems in children among primary school teachers Visakhapatnam District Andhra Pradesh.
4. To findout the association between the pretest knowledge score with selected demographic variables.

**Hypotheses:**

H1: Mean post test knowledge score of teachers regarding the children behavioral problems will be significantly higher than their mean pre test knowledge score.

H2: There will be significant association between knowledge levels of teacher regarding the children behavioral problem & their selected personal variable viz. age, gender, education qualification, religion, monthly income, source of knowledge

**Delimitation:**

- The study limited to primary school teachers who are employed in Sri Chaitanya Techno school at Asilmetta Visakhapatnam district Andhrapradesh.
- The study is restricted to 4 weeks only.

**III. REVIEW OF LITERATURE**

**Furniss T, Beyer T, Guggenmos J. (2006)** conducted a study in Germany on Prevalence of behavioural and emotional problems among six-years-old preschool children: baseline results of a prospective longitudinal study. The sample consisted of 1887 preschool children who started primary level education within 6 months upon data collection. The data were collected with standardized parent questionnaires. Result was as follows, the 6-month prevalence of behavioural and emotional symptoms was 12.4%. Conclusion came that the level of psychopathology in preschool children was already as high as levels seen elsewhere in school children. The attention of child mental health services need to focus on preschool children as on school children, especially in boys.

**Plaut SM, Baker D.(2011 Feb 28)** conducted on study in that despite recent attention to the area of student mistreatment, there has been less emphasis on the problem of excessive or inappropriate intimacy between teachers and students. This can cause discomfort, discrimination, or psychological and academic harm to students, who often feel too intimidated to express concern. Personal and situational risk factors may make teachers or students more prone to cross healthy boundaries. Education about boundary issues, including discussion of case vignettes, may help build awareness and thus help foster more balanced teacher-student relationships.

**IV. METHODOLOGY**

The research approach adopted was one group pretest and posttest research design. For sampling purposive sampling was used. Independent variables were structure teaching programme, dependent variable being the effect on teacher

achievements. The study population consists of 50 teachers from selected schools.

**Development and description of tool:** The tool was developed through extensive literature, review of books, journals, published and unpublished articles and reports. The following sections were prepared for the tool.

- Demographic data of teacher.
- Structured knowledge questionnaire was developed on the topic
- Lesson plan and lesson teaching for behavioral problems in school going children.
- Association between demographic variables.

**Table: 1 Comparison of the pre and posttest knowledge scores regarding behavioral problems of school going children. Total marks=44, N=50**

| S.No | Level of knowledge | Scoring category | Pretest       |                | Posttest      |                |
|------|--------------------|------------------|---------------|----------------|---------------|----------------|
|      |                    |                  | Frequency (n) | Percentage (%) | Frequency (n) | Percentage (%) |
| 1.   | Inadequate         | ≤50%             | 44            | 88%            | 0             | 0%             |
| 2.   | Moderate           | 51-75%           | 6             | 12%            | 11            | 22%            |
| 3.   | Adequate           | >75%             | 0             | 0%             | 39            | 78%            |

**Table: 2 Evaluate the effectiveness of structured teaching programmed regarding behavior disorders among school going children**

| Aspects  | Score | Mean    | Standard deviation | Paired mean differences | Paired t value | Table value | Df | P value |
|----------|-------|---------|--------------------|-------------------------|----------------|-------------|----|---------|
| Pretest  | 44    | 16.4200 | 4.33820            | 18.04                   | 30.811         | 2.021       | 49 | 0.000   |
| Posttest | 44    | 34.4600 | 4.40876            |                         |                |             |    |         |

**V. RESULTS**

The data was analysed using descriptive and inferential statistics. The stated hypothesis is there is a significant improvement in knowledge of primary school teachers regarding behavioral problems on school going children.

The major finding of the study was, Demographical variables revealed Majority (64%) of Teachers were in age group of 31-40 years. Majority (78%) of Teachers were Males. Majority (76%) of Teachers were in Hindu community. Majority (56%) of Teachers were having higher education B.Ed. Majority (42%) of Teachers was with more than 7000 monthly income. Majority (30%) of Teachers were having more than 7 years of experience. Majority (72%) of Teachers

were married. Majority (54%) of Teachers were studied in child psychology. Majority (62%) of Teachers were having idea of Behavioral problems. A significance association was found between the education qualification ( $\chi^2=5.357$ ) and source of information ( $\chi^2=11.580$ ).

Chi square revealed significant association between knowledge and selected variables. The study revealed that none of the teachers had adequate knowledge on behavioral problems but after posttest a significant increase in knowledge level was found out.

Table 1 shows that level of knowledge among teachers 100% teachers had inadequate posttest knowledge and shows the knowledge and score of teachers in posttest revealed that majority 100% of teachers had adequate knowledge on behavior problems of school going children.

Table 2 illustrate that the mean post test knowledge score (34.46) was higher than mean pretest knowledge score (16.42). The overall paired computed “t” value was 30.811 greater than the table value, which significantly significant at p value was 0.000. The above result revealed that there is a significant difference between pretest and posttest knowledge of primary school teachers after structured teaching programme. Hence hypothesis was accepted.

## VI. NURSING IMPLICATION

The finding of the study has implication on the fields of nursing education, nursing research and nursing practice, nursing administration.

### Nursing Education

One of the leading functions of nursing is to educate. The findings of study highlight need of nurse educators to render health education & communication. School health services play an important role in care of such children. It indicates the need for mass education programme and community awareness programme are essential for the early identification and detection of behavioral problems.

### Nursing Practice

Nurses play a vital role in imparting health services at all levels Preventive, Promotive and Curative. Nurses active participation in health programmes by providing direct and indirect care helps to achieve the goals of health services. Nurses work in school settings, rehabilitation centers for long term care facilities.

### Nursing Research

Researcher found scarcity on literature and research done on Behavioral problems in nursing. So 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. These results also can be used as a source for evidence based practice.

### 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.

### 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 behavioral 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. Behavioral techniques are very important in the on-going management of behavioral 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.

### Discussion

The present study was conducted to determine the effectiveness of structure teaching problems on management of behavioral problems. In order to achieve the objectives of study, a one group pretest and posttest design with quasi experimental design was adopted. Purposive sampling technique was used to select the sample. The data was collected from 50 primary school teachers. The discussion of the pretest study is based on finding obtained from descriptive and inferential statistical analysis of collected data.

Findings revealed that the pre test knowledge scores were (88%) had inadequate level (12%) had moderate

knowledge and only (0%) had adequate knowledge. The obtained mean difference was 18.04 with standard deviation of 4.33 and t-value of 30.81. Chi square revealed significant association between knowledge and selected variables. The study revealed that none of the teachers had adequate knowledge on behavioral problems but after posttest a significant increase in knowledge level was found out.

The study revealed that there was significant association between the Behavioral problems with demographical variables. The results of the study showed that there is need to educate the teachers regarding prevention and management of Behavioral problems.

### VII. CONCLUSION

The study was a pre experimental design to assess the knowledge of school teachers regarding Behavior problems among primary school children in selected schools of Vishakhapatnam. Analysis was done and the following conclusions were drawn. Majority of the primary school teachers had inadequate knowledge on Behavior problems.

### VIII. 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. 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

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