A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING BEHAVIORAL PROBLEMS OF CHILDREN AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS AT COIMBATORE.

Ms.S.Nandhini

Reg. No: 301632952

A Dissertation Submitted to

The Tamil Nadu Dr. M. G. R. Medical University,

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In Partial Fulfillment of the Requirement for the

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INTERNAL EXAMINER **EXTERNAL EXAMINER**

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APPROVED BY THE DISSERTATION COMMITTEE

RESEARCH GUIDE: ____

Prof.Dr.D.CHARMINI JEBAPRIYA,M.Sc(N).,M. Phil,Ph.D,.
Principal,
Texcity College of nursing
Coimbatore -23

SUBJECT GUIDE: ____________________________________

Asst Prof.Mrs. A.Vedha Darly., M.Sc(N).,
Texcity College of Nursing
Coimbatore -23

MEDICAL GUIDE: ____________________________________

Dr.Mrs.HEMALATHA RAJMOHAN.M.B.B.S.DPM.
Consultant Psychiatrist,
Kurinchi Hospital,
Coimbatore-14

CERTIFICATE

Certified that this is the bonafide work of **Ms. S.Nandhini**, Texcity College of Nursing, Coimbatore-23, submitted as a partial fulfillment of the requirement for the **Degree of Master of Science in Nursing** to The **Tamilnadu Dr.M.G.R. Medical University, Chennai**. Under the **Registration No: 301632952**

College Seal

Prof. Dr.D.CHARMINI JEBAPRIYA, M.Sc (N)., M.Phil, Ph.D.,
Principal
Texcity College of Nursing,
Coimbatore-23.

Texcity College Of Nursing
Podanur Main Road
Coimbatore-23.

2018

DECLARATION

I hereby declare that the dissertation entitled **A Study to assess the effectiveness of structured teaching programme on knowledge regarding behavioral problems of children among primary school teachers in selected schools at Coimbatore.**

Submitted to the Tamilnadu, Dr. M. G. R. Medical University, Chennai, in partial fulfillment of the requirements for the award of the degree of Master of Science in Nursing is a record of original research work done by myself.

This is the study under the supervision and guidance of Prof. Dr. D. Charmini Jeba Priya, M.Sc(N).,M.Phil,Phd., Principal, Texcity College of Nursing, Coimbatore-23 and the dissertation has not found the basis for the award of any degree/ diploma/associated degree/ fellowship or similar title to any candidate of any university.

SIGNATURE OF THE PRINCIPAL

CANDIDATE: Ms. S.Nandhini

DEDICATION

THIS DISSERTATION IS

DEDICATED TO

ALMIGHTY GOD,

OUR BELOVED PARENTS,

BROTHERS & SISTERS,

FRIENDS & WELL WISHERS

ACKNOWLEDGMENT

First and foremost, praise and thanks to the God, the Almighty, for his showers of blessings throughout my research and the courage to overcome all the difficulties and whose work to complete the research successfully.

I express my heartfelt thanks to honorable **Haji. Janab. A.M.M. Khaleel**, Chairman, Texcity Medical and Educational Trust, Coimbatore-23, for giving me an opportunity to utilize all the facilities in this esteemed institution.

I express my sincere thanks to **Major H.M. Mubarak,** Manager, Texcity College of Nursing, for supporting me to complete this study greater achievements comes from experience and success.

It is my privilege to express profound gratitude and heartfelt thanks to my research & subject guide **Prof. Dr .D. Charmini Jebapriya, MSC. (N), M. Phil., Ph.D.,** Principal, Texcity College of Nursing. Her hard work, effort, interest, sincerity, suggestion and constructing comments, correction, helped me to mold this study in a successful way. Her inspiration and encouragement laid the strong foundation in this research. It is very essential to mention that her wisdom, knowledge and helping nature has made my research a lively and everlasting one.

I owe my deepest gratitude to **Prof. P.Thenmozhi, M.Sc(N). M.Sc. (Psy).** Vice principal, Texcity College of Nursing, for her unwavering support, collegiality, and mentorship until this work came to existence and also for being ever so kind to show interest in my research and for giving their precious and kind advice regarding complete my study.

I extend my sincere thanks to **Asst Prof. B. Anusha, M.Sc (N).** Class Co-coordinator Texcity College of Nursing for her esteemed suggestions, constant support, timely help, and guidance till the completion of this study.

I would like to extend my thanks to **Mrs.Saranya,M.Sc(N),[MHN], and Mrs.Veda Darly, M.Sc(N),[MHN],** Texcity College of Nursing, Coimbatore, for her expert guidance, support and valuable suggestions given to me throughout the study.

I am grateful to **Headmasters,** Mews Matric. Higher. Secondary. School, Coimbatore, who gave me permission to conduct the research study.

I express my sincere thanks to **Mr. Annasamy M.sc (Bioch). M.Phil. PGDB**. statistician for his necessary guidance in statistical analysis.

I express my deep sense of gratitude to **Mrs. Femy, M.** Librarian of Texcity College of Nursing for giving me permission to utilize library resources.

I would like to extend my thanks to **Mr. Arputham,** ANN'S IT, Podanur, for his full cooperation and help in bringing in a printed form.

For the ancestors who paved the path before me upon whose shoulders I stand, my sisters' brothers, brother in law and benefactors. I do not know how to thank you enough for providing me with the opportunity to be who I am today thank you.

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CHAPTER - I

INTRODUCTION

"Children are the wealth of tomorrow;

Take care of them if you wish to have a strong India"

-Pandit Jawaharlal Nehru

Behavior means all the convert and overt activities of human beings that can be observed. Behaviors may be classified as cognitive, affective and psychomotor, cognitive refers to knowing, effective refers to feeling and psychomotor relates to doing **(Bimla Kapoor, 1996).**

Behavioral problems can be more challenging than attendance or performance problems with these types of problems a gradual or progressive process to get improvement can be successful. The emotional environment of a young child consists of an entire relationship of the child with their parents and family members. Behavioral problems are less common when the child is loved, accepted and who is living in favorable environmental conditions **(K.P. Neeraja, 2000).**

Behavioral problems are the reactions and clinical manifestations which are resulting due to emotional disturbances or environmental maladjustments. The term behavior problems cover a range of workplace issues, including the emotional appearance of hygiene problems, insubordination verbal abuse, physical abuse or violence **(K.P. Neeraja, 2000).**

School age is the period of 6-12 years. Young scholars are emerging as creative persons who are preparing for their future role in society. The school years are a time of new achievement and new experiences. Individual children's needs and preferences should be respected.

Danger Signs of Behavioral Disorders Include

- Harming or threatening themselves, other people

- Damaging or destroying property
- Lying or stealing
- Not doing well in school, skipping school **(Saraswathi. K.N)**

The main behavioral problems in the primary school children are thumb sucking, nail biting, sleepwalking, temper tantrums, attention deficit hyperactivity disorders, encopresis, enuresis, nightmares, night terrors, antisocial personality, etc. One can notice behavior like this beginning around the child first year; it may happen more and more before the second year. At this age, most children do not yet have good language skills. **(BimalaKapoor, 2000).**

A teacher is a person who provides student direct classroom teaching, or classroom setting, or educational services directly related to classroom teaching. Teachers play an influencing role in the development of personality, listening to a child's problem is an important skill of a teacher **(Saraswathi. K. N, 2013).**

Teachers play the very important role in the early diagnosis of mental health problems, giving reference to medical personnel and also the promotion of mental health among children in their schools. School children will spend their most time with their respective school teachers. The early detection and treatment of children with behavioral problems at an early age may reduce treatment costs and improve the quality of life of those children. An effective way of reducing behavioral problems can be through behavior plan developed by parents, teachers, children administrators and school staff **(Saraswathi. K. N, 2015).**

1.1. BACKGROUND OF THE STUDY

According to the World Health Report, 15 % of children have a serious emotional disturbance. Epidemiological studies of child and adolescent psychiatric disorders conducted by ICMR indicated the overall prevalence of mental and behavioral disorders in Indian children to be 12.5%. Mental disorders account for 5 of the top 10 leading causes of disability in the world for children above 5 years of age.

Besides the increase in the number of children seeking help for emotional problems, over the years, the type of problems has also undergone a tremendous change.

Children are mirrors of a nation. They are our future and our most precious resources. The quality of tomorrow's world and perhaps even its survival will be determined by the well-being, safety and the physical and intellectual development of children today. To predict the future of a nation, it has been remarked, one need not consult the stars; it can more easily and plainly be read in the faces of its children.

The planned teaching programme will be positively influenced on primary school teachers to know more about the behaviour indicating emotional problems among children who manifest complex psychopathology characterized by attachment difficulties, relationship insecurity, sexual behavior, trauma-related anxiety, conduct problems, defiance, inattention/hyperactivity, and less common problems such as self-injury and food maintenance behaviors.

Behavioral and emotional problems in primary school-aged children can cause significant difficulties in children's healthy development. For many children, they are also predictive of long-term antisocial behaviors and mental health problems. Some children show symptoms that are consistent with diagnoses of Anxiety, Depression, Oppositional Defiant Disorder (ODD), Attention-Deficit Disorder (ADHD), and Conduct Disorder (CD) (American Psychiatric Association, 1994). As well as causing significant distress for children and families during their childhood, children with emotional and behavioral problems face an increased risk of low self-esteem, relationship problems with peers and family members, academic difficulties, early school leaving, adolescent homelessness, the development of substance abuse issues and criminality. A child's personality is considerably influenced by the character and conduct of their parents. Surveys reveal that the parents are often more concerned about their behavior than about their physical well being **(Robbinowits, 2011).**

Benedict (2015) explained that normal behavior in children depends on thechild's age, personality, and physical and emotional development. A child's behavior may be a problem if it doesn't match the expectations of the family or if it is disruptive. The normal or good behavior is usually determined by whether it is

socially, culturally and developmentally appropriate. Knowing what to expect from the child at each will help to decide whether his or her behavior is normal.

During childhood, the child undergoes a remarkable transformation from a helper, dependent infant to an independent self-sufficient individual with his own views and outlooks. Everyone wishes their children to be well behaved. But some amount of behavior problems occurs among children in the age group of 6-12 years. These psychological disturbances in the childhood are usually defined as an abnormality in at least one of these areas, emotions, behavior or relationship **(Roberts, 2002).**

David (2016) stated that behavioral problems commonly occur duringchildhood. It is defined as thoughts or feelings which differ quantitatively from the normal and as a result of this difference the child is either suffering significantly or development is being significantly impaired.

All children misbehave sometimes, but behavioral disorders go beyond mischief and rebellion. Warning signs can include harming or threatening themselves, other people or pets, damaging or destroying property lying or stealing, not doing well in school, skipping school, early smoking, drinking or drug use, and frequent tantrums and arguments **(Haydon, 2005).**

Jacoby (2016) conducted a study in Ethiopia and revealed that the prevalenceof childhood behavioral problems is 17.7%. behavior problem is found to be more common in boys than in girls. The prevalence increases with age.

The level of the emotional disorder in children has been found to be 2.5%, which increase in large town and cities and in adolescences. Emotional disorders range from anxiety, phobia to school refusal. The increased necessity of independence, the autonomy in young children may lead to a more emotional problem. Habit disorders are characterized by repetitive, motor behavior such as sucking the thumbs or other objects, head rocking, nail-biting enuresis **(Puri, 2013)**

1.2 NEED FOR THE STUDY

Health Promotion of India (2000) stated that one-third of the population inIndia are school-age children; out of this 14% belong to the age group of 6-10 years of which 99% is primary education.

Conduct disorder is seen inappropriate 5-8% of the general child population. In that review of prevalence indicated that the estimated rate of conduct disorder in children aged 4-18 years have ranged from 2-6% conduct disorder in youth under the age of 18. And school refusal also occurs at all ages appropriately 1-5% of all school-aged children. The average age of onset is 7.5 years and 10.5 years **(American PsychiatryAssociation, 2000).**

According to Erikson the developmental needs of the children between 6-12 years is industry Vs inferiority. Active participation in the daily activities helps the child to fulfill the developmental tasks.If the developmental task is not attained; there is a risk for behavioral problems **(Health promotion of India, 2017).**

Studies conducted on the prevalence of behavioral problem in India and neighboring countries showed that there are behavioral problems existing among school children and are quite common. These behavioral problems are not often identified in school setting due to lack of awareness of school teachers on a behavioral problem or lack of awareness of mental health service. The disturbed characteristics in their behavior are through not affecting much presently, it will, of course, affect individual, family, and society as a whole later. The early identification and management is the best way to present them from harming self and society.

Statistical Information regarding Behavioral Problems:

- Night terrors will be observed in 3% of children up to 1-8 years of age.
- Nightmares occur 10-50% of children who have ages between 3-5 years
- Temper tantrums occur in 20-25% in 2-12 years of age. It is common up to the first 5 years

- 15 % of children between the age of 5-10 years are known to be enuretic wet only during the night while 15% during night and rest during the day only.
- The prevalence of encopresis among children is 4 to 8 %. There is important to identify certain cases, mental illness is exhibited in the form of behavioral problems (M.S. Bhatia 2004).

A report prepared by the National Institute of Mental Health and Neurological Sciences (NIMHANS) on District Mental Health Programme highlights the need for the school mental health programme along with teaching school teachers regarding identifying and managing the behavioral problem.

Behavioral problems in the classroom can interfere with instruction, child development, and academic achievement. Yet, many teachers do not have the training they need to deal with behavior problems. Now, University of Missouri researchers will use a $2.9 million grant from the U.S. Department of Education's Institute of Education Sciences to evaluate the effectiveness of a video training program designed to help teachers understand and react effectively to behavior issues **(Barbara, 1995).**

Every individual has the right that his physical, social and emotional needs should be satisfied in society as well as in classroom environments. The desire to be accepted and protected during childhood is natural. He or she needs help for adjusting. This is his/her right that s/he should be provided with an environment in which his/her natural capabilities flourish so that she may become a useful member of the society. **(Nabi Bux Jumani, 2012)**

Through education individuals, behaviors are shaped. Informal or conventional mode of education, the teacher plays a pivotal role in this regard. Moreover, it is again overwhelming at primary and secondary school levels. It is, therefore, necessary that a teacher should know his or her pupils thoroughly as to their abilities, limitations, motives, aspirations, needs and physical development patterns, so that teaching can be made interesting and effective. The teacher should be able to know all such things through the study of educational psychology. Such knowledge

can contribute to the promotion of the learning process and develop student’s personalities positively by understanding individual behavior **(Nabi Bux Jumani, 2012)**.

Students with emotional disturbance and behavioral problems exhibit a wide range of characteristics. The intensity of the disorder varies, as does the manner in which a disability or problem presents itself. While some students have mood disorders, such as depression, others may experience intense feelings of anger or frustration. Further, individual students react to feelings of depression, anger or frustration in very different ways. For example, some students internalize these feelings, acting shy and withdrawn; others may externalize their feelings, becoming violent or aggressive toward others **(Mary Magee Quinn, 1996).**

School teacher is the second mother to every child. So children listen to every point that the teacher teaches, the unhealthy child cannot be expected to take full advantage of schooling. Health education must remain mainly in the hands of the teacher and the school health workers. Health education is a part of general education. A growing understanding of the physical, mental, emotional and normal nature of the children is the essence of professional teaching ability. Behavioral problems are widely prevalent in some school children **(Bhatia M.S, 1996).**

Mental health problems, especially behavioral problems of school going children should observe by parents and teachers, Teachers should have a more knowledge of behavioral problems of childhood because the children will spend their more time in schools. So teachers should be able to correct the abnormal behavior of children and they can provide some related mental health services to the child with the guidance of the school of psychology or from psychologists. Early diagnosis and early screening help the prevention of the progress of the disease in the treatment of the child and for effective mental health service. Thus the researcher has decided to design to assess the knowledge of“ rural primary school teachers regarding behavioral problems of primary school children and decided to develop a Health Education Pamphlet **(PandaK C, 1997).**

It is estimated that the prevalence of behavioral problems in children has increased over the past two decades to more than 10%.this number is considerably higher among school-age children that live in an at-risk environment **(Holland, 2013)**

Taylor (2014) described that sleep problems, temper tantrums, hyperactivedisorder and toilet training are the most prevalent behavior problems among school going children. The parents and caregivers who have difficulties can be empowered to promote their self-confidence by conducting various education programs.

Kaufman (2013) revealed that childhood maltreatment is a nonspecific riskfactor for a range of different emotional and behavior problems. A three-generation longitudinal study of the intergenerational transmission of child abuse was also highlighted and it was found the association of genetic, environmental risk and protective factors at home and school with childhood behavior.

Early recognition can prevent behavioral problems from severe what's more, considering the strong relationship between childhood social and emotional problems and later delinquency and criminality, early interventions may reduce the staggering social costs associated with criminal behavior **(Mendez, 2016).**

Behavioral problems are first brought to the attention of parents by teachers or school officials. Children who are easily distracted, unwilling or unable to cooperate with school rules, or are disruptive to classroom activities can make it difficult not only for teachers but also for other students. Parents of children with behavioral problems can work with teachers, child psychologists, and their child to help formulate a plan to help children get the most benefit from the educational process **(Beharmann, 2000).**

So the investigator felt that the teachers should have adequate knowledge regarding various aspects of primary school children's behavioral problems. So the investigator decides to conduct a study on knowledge regarding the behavioral problems among primary school teachers.

1.3 STATEMENT OF THE PROBLEM

A study to assess the effectiveness of structured teaching programme on knowledge regarding behavioral problems of children among primary school teachers in selected schools at coimbatore.

1.4 OBJECTIVES

- To assess the level of knowledge regarding behavioral problems of school children among primary school teachers.
- To deliver a structured teaching program on knowledge regarding behavioral problems of children among primary school teachers.
- To evaluate the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary school teachers.
- To find out the association between the knowledge regarding behavioral problems of children among primary school teachers with selected demographic variables.

1.5 HYPOTHESIS:

- **H1:** There will be a significant difference between pretest and post-test knowledge scores on knowledge regarding behavioral problems of children among primary school teachers in selected schools.

- **H2:** There will be a significant association between post-test knowledge scores and selecteddemographic variables.

1.6 OPERATIONAL DEFINITIONS

1.6.1 Assess

The act which is planned by the researcher to evaluate the knowledge of school teachers regarding behavioral problems by using a structured questionnaire.

1.6.2 Effectiveness

In this study, it refers to find out a desired or intended result of structured teaching programme regarding behavioral problems among primary school teachers.

1.6.3 Structured Teaching Programme

It refers to a systematically planned group of instructional design to provide information regarding behavioral problems among primary school teachers.

1.6.4 Behavioral Problems

In this study, behavioral problems mean abnormal developmental characteristics of children. It includes habit problem, problems of movements, problems of speech, problems of sleep, problems of toilet training, conduct disorder, problems of schooling and psychosomatic problems

.

1.6.5 Primary School Teachers

This refers to the professionals who have completed the diploma or related degree in education, certified by the Tamilnadu government who imparts knowledge from 1st to 5th standard.

1.7 ASSUMPTIONS

- Primary school Teachers have inadequate knowledge regarding the management of behavioral problems of school children.
- Primary School teacher's knowledge regarding behavioral problems will help them to recognize and detect the disorders among the school children at an early stage.
- Structured teaching programme will enhance the knowledge ofprimary school teachers regarding selected behavioural problems of primaryschool children.

1.8 DELIMITATIONS:

- Teachers who are working at St Mary's Public School and Saran Public School.
- Who are willing to participate in the study.
- Who are available at the time of data collection.

1.9 LIMITATIONS:

- The size of the sample only 40 hence the finding should be generalized with caution.
- The study was limited to one month, improvement in knowledge takes place slowly.
- The study can be generalized was limited to the teachers of a selected school, hence, the findings can be generalized only to the selected schools.
- The study did not use any control group. There was a possibility of a threat to internal validity, such as events occurring between pretest and posttest session like mass media or other people can influence the primary school teacher's knowledge.

1.10 PROJECTED OUTCOMES

The study will enable the investigator to know :

- How to improve the knowledge of school teachers regarding the management of behavioral problems of school children other than Structured teaching programme.
- How to give training to the teachers related to the management of children with behavioral problems.
- Toeducate the teachers how to find out the problem children.

1.11 CONCEPTUAL FRAMEWORK

The conceptual framework enables the researcher to create a distinctrelationship between theoretical and empirical literature in addressing spiritual care in nursing practice (Christenson, 2007)

The present study aims at developing and evaluating structured teaching programme in improving the knowledge regarding behavioural problems of primary school children.

The conceptual model for the study was based on the general system theory by Ludwig Von Bertalanffy (1969). In this theory, the main focus is on the discrete parts and their interrelationship. Which consist of input, throughput and output.

Input

It is the first phase in the system. Based on Ludwig Von Bertalanffy input canbe an information, material or energy that enters the system. In this study input is considered to be information related to selected behavioural problems among primary school children. It includes,

- Development of the structured questionnaire regarding selected behaviouralproblems among primary school children.
- Development of the structured teaching programme on selected behaviouralproblems.
- Validity, Reliability.

Throughput

It refers to the process by which the system processes input and release an output. In this study the throughput considered for the processing the inputs are,

- Pilot study
- Pretest by using the structured questionnaire
- Administering a structured teaching programme on selected behaviouralproblems
- Post test

Output

It refers to energy, matter and information that leave a system. In the present study out put is considered to be the gain in knowledge obtained through the processing of the post test. It will be received in the form of post test knowledge scores.

In this study, the effectiveness of structured teaching program is tested by interrelated elements such as input, throughput and output efficiency of the input such as structured teaching programme regarding selected behavioural problems will be assessed. The process of teaching as throughout will be assessed in terms of its effectiveness.

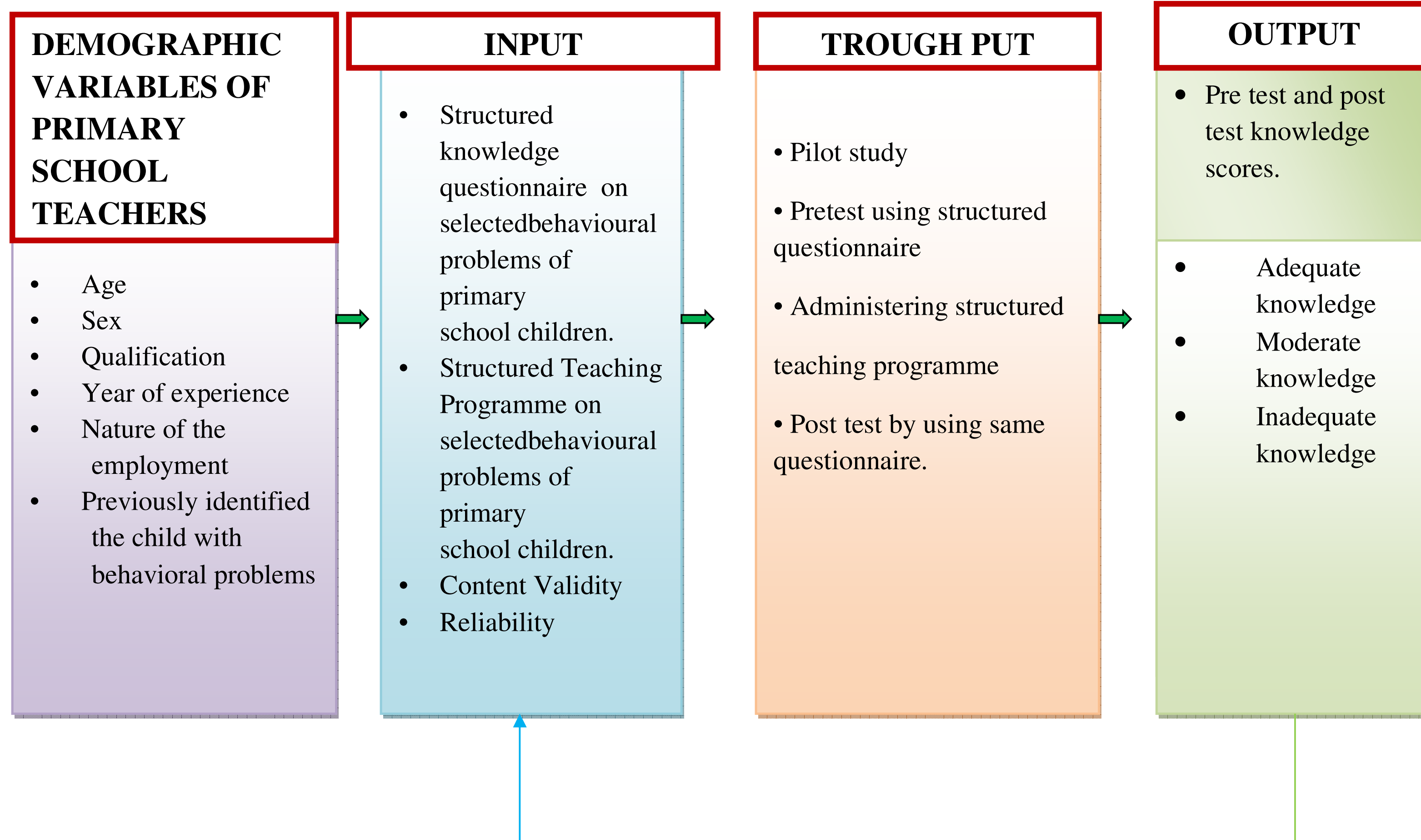

FIG-1.1 CONCEPTUAL FRAMEWORK BASED ON GENERAL SYSTEM THEORY BY LUDWIG VON BERTALANFFY, (1968)

CHAPTER II

REVIEW OF LITERATURE

Review of literature is a critical summary of research on a topic of interest generally prepared to put a research problem is content to identify gaps and weakness is prior studies so as to justify a new investigation (Polit and Beck, 2010)

The researcher presents the review of related literature which helps the studying of problems in depth. It also serves as a valuable guide to understanding what has been done, what is still unknown and untested.

Review of literature is a critical summary of research on a topic of interest generally prepared to put a research problem is content to identify gaps and weakness is prior studies so as to justify a new investigation (Polit and Beck, 2010)

The literature review is discussed as under the following headings:

2.1 Section – A: Review related to behavioral problems

2.2 Section – B: Review related to the school teacher's knowledge regarding behavioral problems

2.3 Section – C: Review related to structured teaching programme regarding behavioral problems

2.1 SECTION – A:LITERATURE REVIEW RELATED TO BEHAVIORAL PROBLEMS:

Akpan M U (2014) conducted a comparative study of the academicperformance of primary school children with behavioral disorders with that of their controls. A total of 132 primary school pupils aged 6-12 years with behavioral

disorders using the Rutter scale for teachers (Scale B (2) and their matched-controls were selected. Their academic performance was assessed and compared using the overall scores achieved in the first and second term examinations in the 2005-2006 academic sessions, as well as the scores in individual subjects. The number of days absent from school was documented. While 26.5% and 12.9% of pupils with behavioral disorders had high and poor academic performance respectively, 38.6% and 9.1% of pupils without such disorders had high and poor performances respectively. Behavioral disorders are associated with poor academic performance in school children in the USA.

N C Niranjan (2012) a cross-sectional study was carried out among 572people from six primary schools selected randomly from private and government schools in the USA. Peoples with a normal IQ were selected using a systematic sampling method. The Rutter behavioral scale for teachers (b2) was completed by their teachers, to determine the prevalence and pattern of behavioral problems among children living in the USA, a town in south-south Nigeria methods. According to the " scale 132 pupils (23.1%) had scored within the range indicating behavioral problems. She finds out that there is a high prevalence of behavioral problems among primary school children in the USA.

Al Hamshad (2016), Attention Deficit Hyperactivity Disorder (ADHD) isone of the most common mental disorders that develop in children and becomes apparent in the preschool and early school years. The aim of the present study was to determine the prevalence of ADHD. A sample size of 1287 students aged 6-13 years in 67 government and 10 private primary schools were selected by multistage

systematic random sampling. At Saudi Arabia. Data were collected using two types of questionnaires: the modified Arabic version of the Attention Deficit Disorders Evaluation Scale (ADDES) school version, and Parents' questionnaire to diagnose the three main subtypes of ADHD namely: inattention, hyperactivity-impulsivity, and combined ADHD. The majority of the boys were from government schools (83.0%), were of age 6-<9 years (40.5%) and of Saudi nationality (80.7%). The overall prevalence of combined ADHD was 16.4%, with a prevalence of 12.4% of hyperactivity-impulsivity and 16.3% for inattention disorders respectively. The study also revealed a variety of family factors to be significantly associated with the development of ADHD. The prevalence of each subtype of ADHD was higher if the child was the 6th one in the family.

Woo BS, et, al (2015) conducted a study in Singapore on Emotional andbehavioral problems in Singaporean children based on parent, teacher and child reports. The Child Behavior Checklist (CBCL), Teacher Rating Form (TRF) and child report questionnaires for depression and anxiety were administered to a community sample of primary school children. 60 Parents of a sub-sample of 203 children underwent a structured clinical interview. The result was that the higher prevalence of emotional and behavioral problems was identified by CBCL (12.5 percent) than by TRF (2.5 percent). According to parent reports, higher rates of internalizing problems (12.2 percent) compared to externalizing problems (4.9 percent), were found. Correlations between child-reported depression and anxiety, and parent and teacher reports were low to moderate but were better for parent reports than for teacher reports.

J Atten Disord (2016) a cross-sectional descriptive study was conductedfrom March 2004 to February 2005. A total of 2,000 primary school students, ages 6 to 12,

are selected, and 1,541 students (77.1%) give consent to participate in this study. The aim of this study is to identify Attention Deficit Hyperactivity Disorders among primary school children in the State of Qatar An Arabic questionnaire is used to collect the socio-demographic variables and a standardized Arabic version of the Conners' Classroom Rating Scale for ADHD symptoms of the students surveyed, 51.7% are males and 48.3% females. The data reveal that 112 boys (14.1%) and 33 girls (4.4%) scored above the cutoff for ADHD symptoms, thus giving an overall prevalence of 9.4%. The study reveals that ADHD is found to be a common problem among school children in Qatar.

PP Panda (2016) a cross-sectional observational study was carried out inprimary school children of the slum-dwelling area of Kathmandu Valley which included 454 students. The aim of the study was to find out morbidity inhabit disorders in the age group of 6-10 years, so that early detection will be helpful to correct them to prevent it from further personality maladjustment. There was no statistical difference in gender wise habit disorders. The morbidity is due to multiple factors of physic- social environment. However, the severity of disease is not more here in this area.

Gupta, Indira, et al. (2015) the present study was conducted on 957 schoolchildren aged 9-11 years from an urban area of Ludhiana, India to assess the prevalence of behavioral problems. The study was conducted in two stages. In the first stage, a screening instrument Rutter, B, Scale was used to detect common emotional, conduct and behavioral problems in children. Based on the screening instrument results and parents' interviews, 45.6% of the children were estimated to have behavioral problems, of which 36.5% had significant problems. Conduct disorders (5.4%), Hyperkinetic syndrome (12.9%), scholastic under-achievement

(17%), and enuresis (20.3%) were detected to be the main behavioral problems in children. Close co-operation between school teachers, parents, and healthcare providers is suggested to ensure the healthy development of children.

Bose, V.S. (1999) study was to examine the nature of behavioral problemsmanifested by children at each class level. 837 children (410 girls and 427 boys) between the age of 6-11 years from Classes I - V studying in an English medium school were the subjects of the study. A behavioral problem checklist including Attention, Disciplinary, Academic and Emotional problems, etc. was developed for use by teachers in a classroom setting. The average occurrence of each problem was calculated by dividing the frequency of occurrence by the sample size. Results revealed that the most prevalent types of problems that were faced by teachers at the primary school level were those related to attention, study, discipline and emotional problems.

Shanta, K, (1999) the study examined behavioral problems and discipliningamong children with scholastic skills difficulties (SSD) as compared to a group of normal controls. The sample consisted of 20 children between 5-8 years of age in each group. Data were obtained regarding the child's personal, family and social background. The maternal report was obtained on the Child Behavior Checklist. Results revealed a higher prevalence of behavioral problems in children with SSD. These problems were externalizing and internalizing types of dysfunctions, namely attention seeking behavior, hyperactivity, impulsivity, and oppositional behavior and conduct problems in the first domain of dysfunction, and depression and anxiety in the second domain of dysfunction. The study group also had a higher prevalence of learning and miscellaneous behavioral problems.

2.2 Literature review Related to Teachers Knowledge Regarding Behavioral Problems

Lindsay G, et.al, (2017) conducted a study in the UK on Longitudinal patterns ofbehavioral problems in children with specific speech and language difficulties A sample of children with SSLD was assessed for BESD at ages 8, 10 and 12 years by both teachers and parents. Language abilities were assessed at 8 and 10 years. Results showed: High levels of BESD (Behavioral, emotional and social difficulties) were found at all three ages, but with different patterns of trajectories for parents' and teachers' ratings. Language ability predicted teacher- but not parent-rated BESD. So study result that there is a need of education for care of children with behavioral problems.

Vickie E. Snider (2003) this study was designed to assess general and specialeducation teachers' knowledge, opinions, and experience related to the diagnosis of attention-deficit/hyperactivity disorder (ADHD) and its treatment with stimulant medication. A random sample of 200 general educators and 200 special educators from Wisconsin were surveyed. Results revealed that teachers had limited knowledge about ADHD and the use of psychostimulant medication. Teachers' opinions about the effect of stimulant medication on school-related behavioral were generally positive, although special education teachers were more positive than general educators. The survey confirmed previous research indicating that teachers were the school personnel who most frequently recommended an assessment for ADHD. The results are discussed in terms of their educational significance and implications for teacher preparation and continuing education.

Parathasarathy R (1994) conducted a study on school teacher's knowledge,attitudes and practices on childhood developmental and behavioral disorders in Singapore. 503 preschool teachers are evaluated, most aged 30-44 years with experience of" 6years. As a result, a pass rate in know1edge achieved in 50%with overall median total scores of 50. Antis tic spectrum disorder, 6% attention deficit, 68% and hyperactive disorder, 32%, at last, they concluded that this study demonstrated an educational deficit in childhood developmental and behavioral disorder among our - school teachers.

2.3 Literature review Related to Structured Teaching Programme Regarding BehavioralProblems

Deelip Natekar (2013) conducted a study to assess the knowledge of primaryschool teachers regarding behavioral problems and their prevention among children in Bangalore. The self-administered structured questionnaire was prepared and administered to 50 primary school teachers between 1-7th standard based on purposive sampling technique. The outcome of this study was shown that the teachers are getting the adequate knowledge regarding behavioral problems.

Priyesh Bhanwara (2015) described that the planned teaching is effective inincreasing the knowledge regarding behavioral problems. The study was conducted in selected schools in Pune city. The samples were teachers, both male and the female sample size was 60.non convenient purposive sampling technique was used.The results were teachers are getting the adequate knowledge regarding behavioral problems.,

Walter SG (2017) conducted a study on reducing behavioral problems inearly care and education programme among 144 school teachers in the Tolland Pre School showed that 76% of the teachers improved their ability to identify children in need of

mental health referral, and 88% reported that the education programme reduces the likelihood suspensions and expulsion.

Syed, et.al, (2016) conducted a community study based on developinga programme to train sensitize and mobilize the parents to manage a child's psychological emotional and behavioral problems. A total of 675 parents participated in that study and he found that the training programme was effective for reducing behavioral problems.

Child Psychiatry wards of Central Institute of Psychiatry (2004) a clinicalstudy were conducted to assess the effectiveness of the planned teaching programme for the caretakers of children admitted with minor mental health disorders in the Child Psychiatry wards of Central Institute of Psychiatry, Ranchi. A total of 80 samples were selected by convenient sampling technique. The outcome of the study proved a marked increase in the knowledge level of the caretakers after the intervention.

CHAPTER - III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter explains the methodology adopted by the researcher to assess the effectiveness of structured teaching programme on behavioral problems among primary school teachers of selected schools at Coimbatore. It deals with research approach, research design, a setting of the study, population, sample size, sampling technique, criteria for selection of the sample, description of tools, testing of the tool, pilot study, data collection procedure and plan for data analysis.

3.2 RESEARCH APPROACH

A quasi-experimental approach, a subtype of quantitative approach was used for the study. Quasi-experiment involves the manipulation of independent variables that are implementing an intervention.

3.3 RESEARCH DESIGN

One group pre-test post-test research design was adapted for this study. It involves the randomization, manipulation of independent variables that is by implementing an intervention.

Q_1 Pre-test assessment

X Intervention

Q_2 Post-test assessment

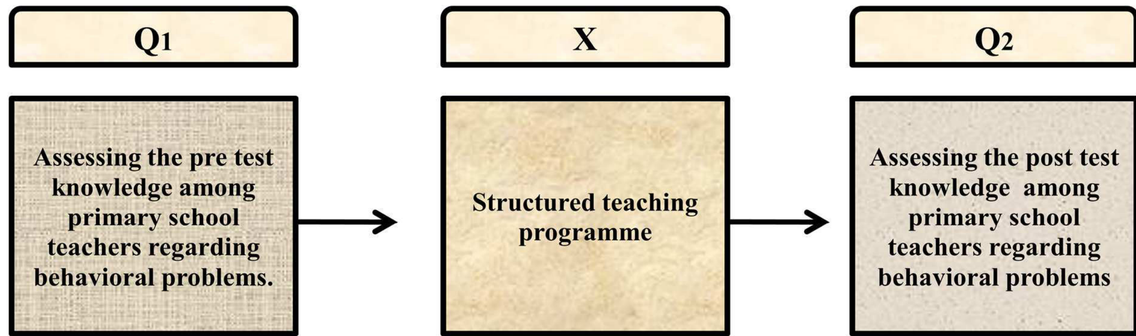

Figure 3.1: The schematic representation of Research design

3.4 RESEARCH VARIABLES

The Independent variables were structured teaching programme on behavioral problems among primary school teachers. The dependent variable is the knowledge among primary school teachers regarding behavioral problems and the influencing variable is demographic variables.

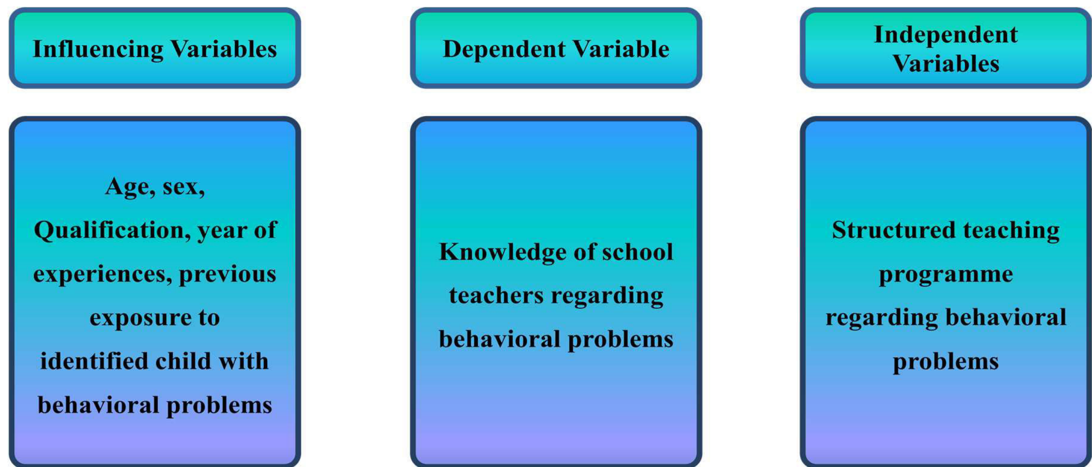

Figure 3.2: The schematic representation of Research Variables

3.5 SETTING OF THE STUDY

The study was conducted in Mews Matriculation School located at Podanur, Coimbatore and which have a total strength of 469 students in primary classes and 45 teachers.

3.6 POPULATION

The accessible population includes the primary school teachers at selected schools in Coimbatore.

3.7 SAMPLES AND SAMPLE SIZE

The sample size included in the study consists of 40 primary school teachers.

3.8 CRITERIA FOR SELECTION OF SAMPLES

3.8.1 Inclusion Criteria

- Both male and female teachers.
- Teachers who are willing to participate in this study

3.8. 2 Exclusion Criteria

- Teachers who have attended previous behavioral classes
- The teachers who are not available at the time of data collection

3.9 SAMPLING TECHNIQUE

The samples were selected by using Purposive Sampling Technique; it is a type of probability sampling method.

3.10 Description of the Tool

The researcher has developed a structured questionnaire after reviewing the literature and considering the opinion of psychiatric nursing experts to assess the knowledge regarding behavioral problems. The tool consists of two sections.

Section –A Demographic Variable

It includes age, sex, nature of employment, years of experience, qualification, previous children identified with behavioral problems

Section – B Structured **Questionnaire**

To assess the knowledge regarding behavioral problems. It contains 30 multiple choice questions to assess knowledge regarding behavioral problems among primary school teachers. Each question has 4 options in which one option is correct and the other three options are wrong. Each correct answer carries one mark, the wrong answer carries a zero mark, the possible maximum mark is 30 and the minimum score is zero.

Table 3. 1: Grading of Knowledge Level

Level of Knowledge	Score
Inadequate	1-10
Moderately adequate	11-20
adequate	21-30

3.11 TOOL VALIDITY AND RELIABILITY

3.11.1 Content Validity

The tool was given to five experts in the field of psychiatric nursing and psychiatrist for content validity. All the comments and suggestions given by the expert were duly considered and correction was made after discussion with the research guide.

3.11.2 Reliability

The reliability of the tool was determined by Brown Spearman split-half method, showing knowledge questionnaire reliability with +0.98. So the reliability of the tool was satisfactory.

3.12 PILOT STUDY

The pilot study was a trial run for a major study to test the reliability, practicability, appropriateness, and flexibility of the study and the tool. A pilot study was conducted from 11/12/17 to 1/12/17 in St Mary's Public school, which is located at Pour. The sample size was 5 of primary school teachers. Prior to the study, formal permission was obtained from the principal of the school of St Mary. Knowledge of primary school teachers was assessed by using a structured questionnaire. Structured teaching programme was given for three days from 12/12/17 to 15/12/17. The post-test assessment was carried out from 18/12/17 to 20/12/18 by using the same questionnaire. The pilot study finding revealed that there was a significant increase in the knowledge of primary school teachers after the structured teaching programme. Pilot study shows there is a feasibility of the research project.

3.13 DATA COLLECTION PROCEDURE

The study was conducted for a period of four weeks from 01.01.2018 to 30.01.2018.

The researcher explained the purpose of the study in a compassionate manner and informed consent was taken from the teachers 40 samples were selected from the school by using purposive sampling technique. The first phase of data collection was conducted in St Mary's Public School with 20 samples. The knowledge was assessed by using a structured questionnaire.After that structured teaching programme was given to the primary school teachers regarding behavioral problems. After a period of 14 days, the post-test was conducted using the same questionnaire to determine the extent of the effects of STP.

By using the similar technique the study conducted at the Saran Public School with 20 samples.The pre-test section was conducted on 10/01/18 with the structured questionnaire following these 4 days continuous STP was given for a period of 45 minutes and the primary school teachers were encouraged to clarify their doubts. The post-test was conducted from the 14th day on 25/01/18 using the same questionnaire.

3.14 PLAN FOR DATA ANALYSIS

The data analysis was done by using descriptive statistics and inferential statistics.The demographic variables were analyzed by using the frequency and percentage.The effectiveness of structured teaching programme regarding behavioral problems and an association between demographic variables was analyzed byusing "t'' test and X^2test respectively.

3.15 ETHICAL CONSIDERATION

In ethical consideration the researcher planned to do research in St Mary's Public School and Saran Public School. Prior permission was obtained from the Principal of St Mary's Public School and Saran Public School, submitting an application giving assurance to abide by the rules and regulation. Confidentiality of the sample and the collected data are maintained

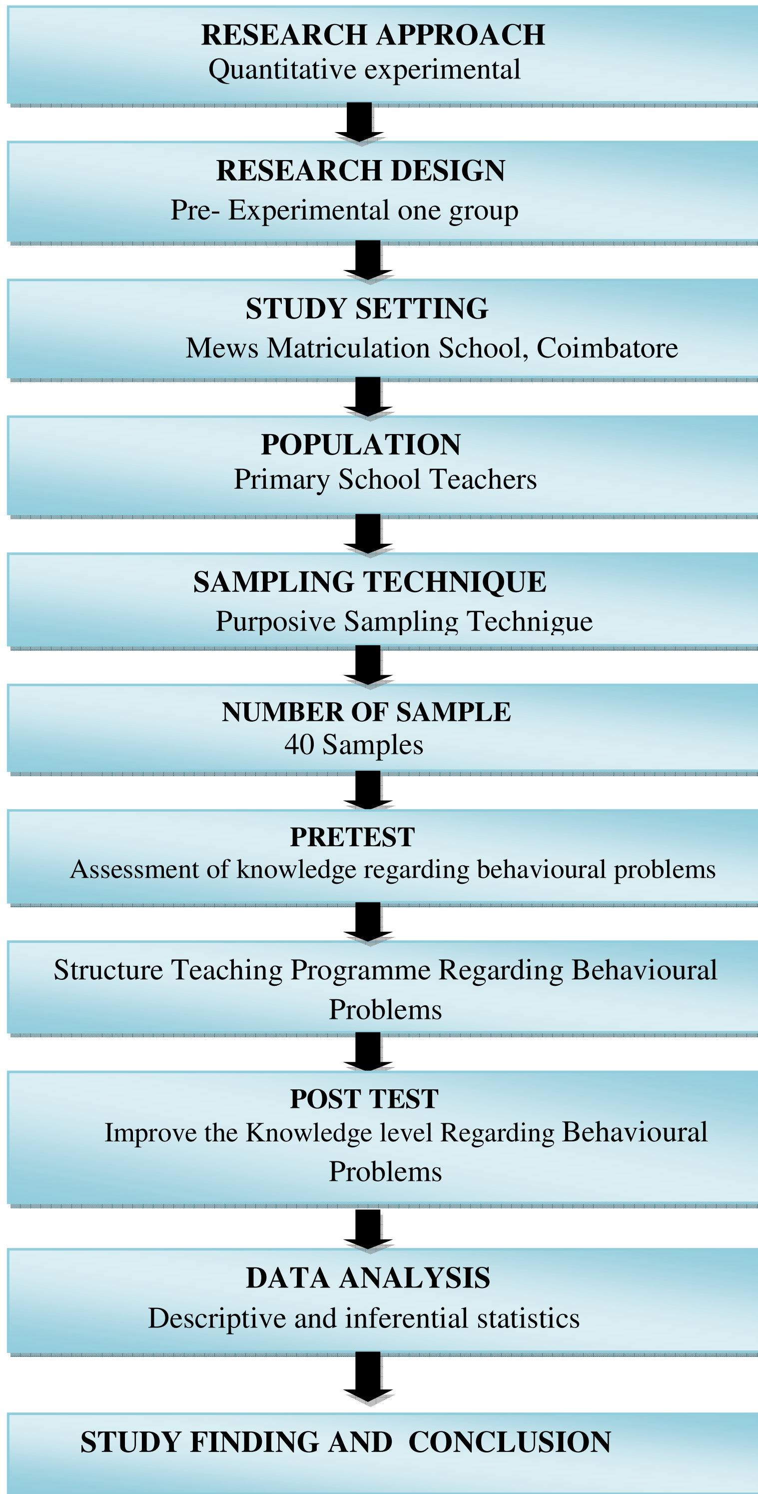

Fig: 3.3 SCHEMATIC REPRESENTATION OF RESEARCH METHODOLOGY

CHAPTER – IV

DATA ANALYSIS AND INTERPRETATIONS

This chapter deals with the analysis and interpretation of the data collected from the primary school teachers regarding the knowledge on behavioral problems of children in selected schools at Coimbatore.Analysis and interpretation of data were tested based upon the objectives and hypothesis of the study.

The findings, based on the description an inferential analysis are tabulated as follows

Section – I: Distribution of demographic variables of primary school teachers

Section - II: Description regarding the knowledge of primary school teacher's on behavioral problems of children.

Section-III: Comparison of Statistical value of pre-test and post-test knowledge scores of primary school teacher's on behavioral problems of children.

Section-IV: Association of demographic variables with the post-test score of knowledge regarding behavioral problems of children among primary school teachers.

Section I: Distribution of demographic variables of primary school teachers

Table: 4.1 Frequency and percentage distribution of samples with the selectedDemographic variables

n= 40

S.No	Demographic Variable	Frequency (f)	Percentage (%)
1	**Age in years**		
	a. 26-30 years	21	53%
	b. 31-35 years	6	15%
	c. 36 – 40 years	10	25%
	d. Above 40 years	3	7%
2	**Sex**		
	a. Male	0	0%
	b. Female	40	100%
3	**Qualification**		
	a. TTC	9	23%
	b. B.Ed	26	65%
	c. M.Ed	0	0%
	d. Degree	5	12%
4	**Year of experience**		
	a. Less than 2 years	19	48%
	b. 4-6 years	8	20%
	c. 7-10 years	8	20%
	d. 11-13 years	5	12%
5	**Nature of the employment**		
	a. Temporary	28	70%
	b. Permanent	12	30%

6	**Previously identified the child with behavioral problems**		
	a. Yes	14	35%
	b. No	26	65%

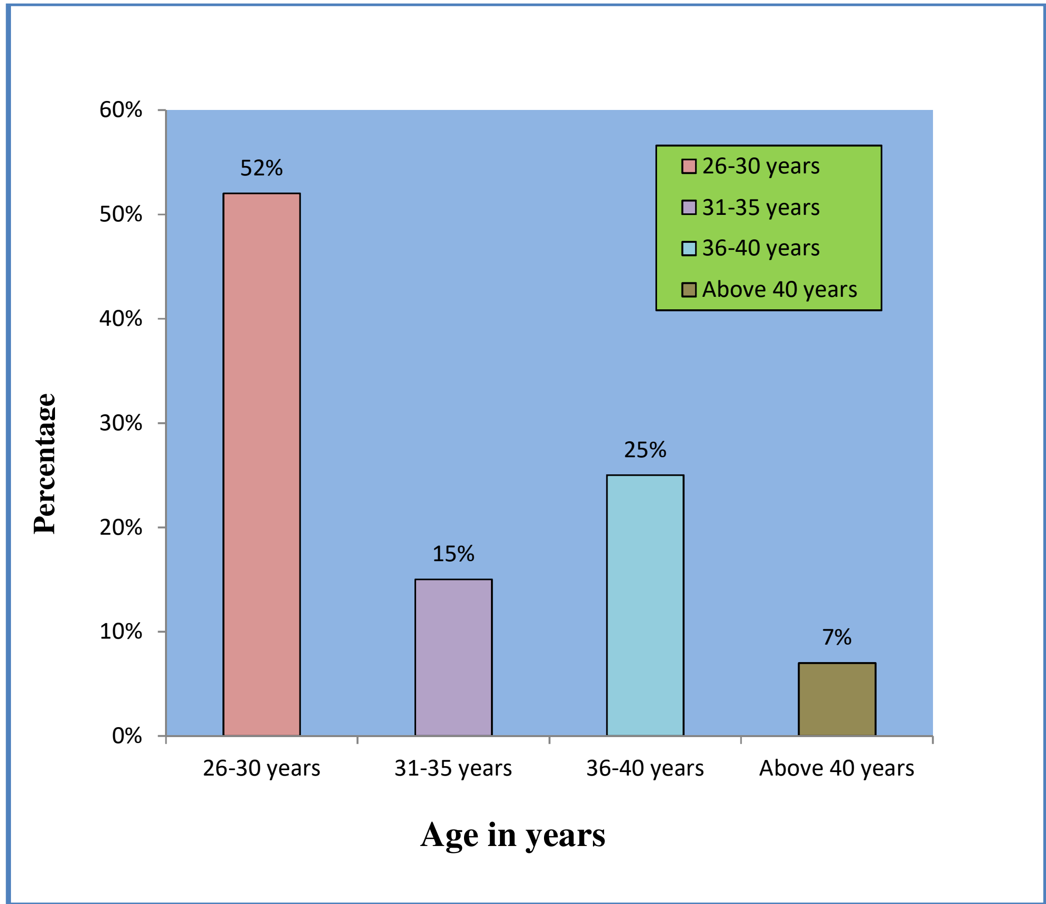

Fig: 4.1.1 Bar diagram shows the frequency and percentage distribution of school teachers with age in years.

The given bar chart reveals that with regard to the distribution of age of school teachers, 21 (52.5%) belongs to 26-30 years, 6 (15%) belonged to 31-35 years 10 (25%) were belongs to 36-40 years, 3 (7.5%) belonged to <40 years.

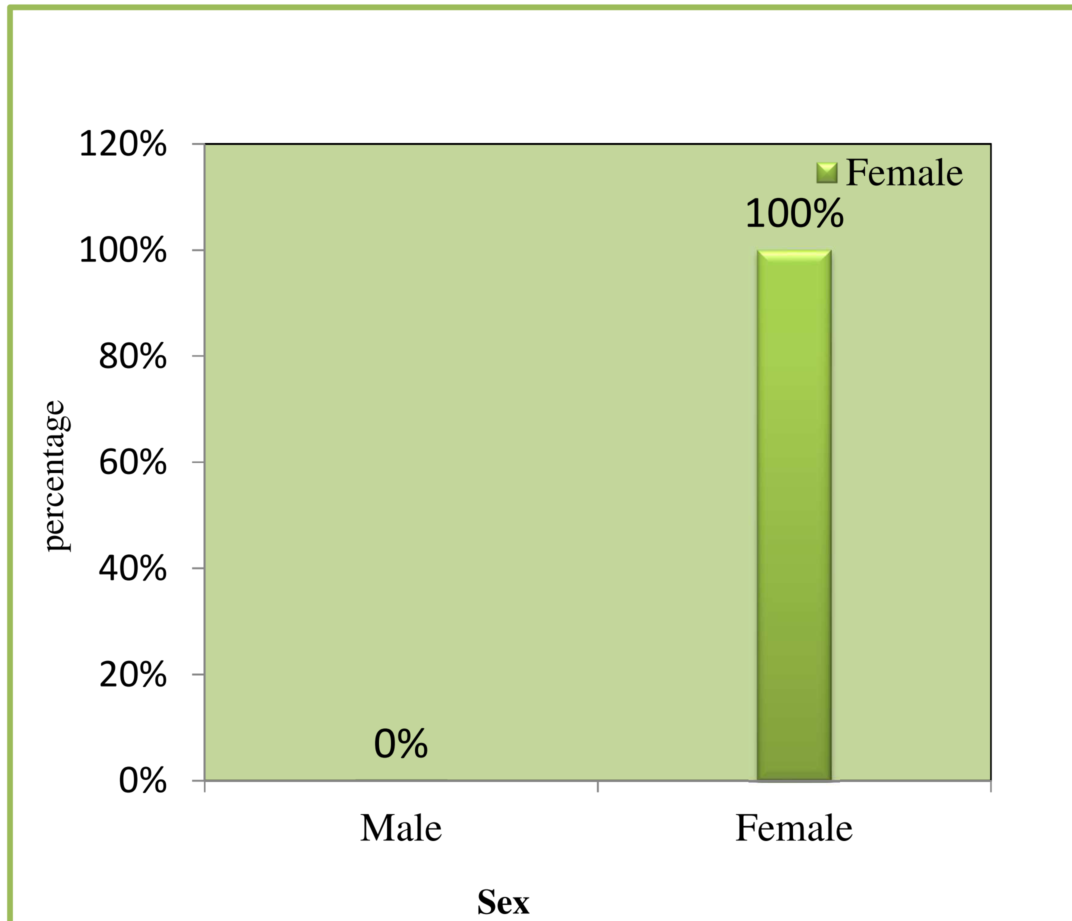

Fig: 4.1.2 Bar diagram shows the frequency and percentage distribution of school teachers with sex.

This bar diagram shows that while considering the sex of all primary school teachers who had participated in this study 40 (100%) were female.

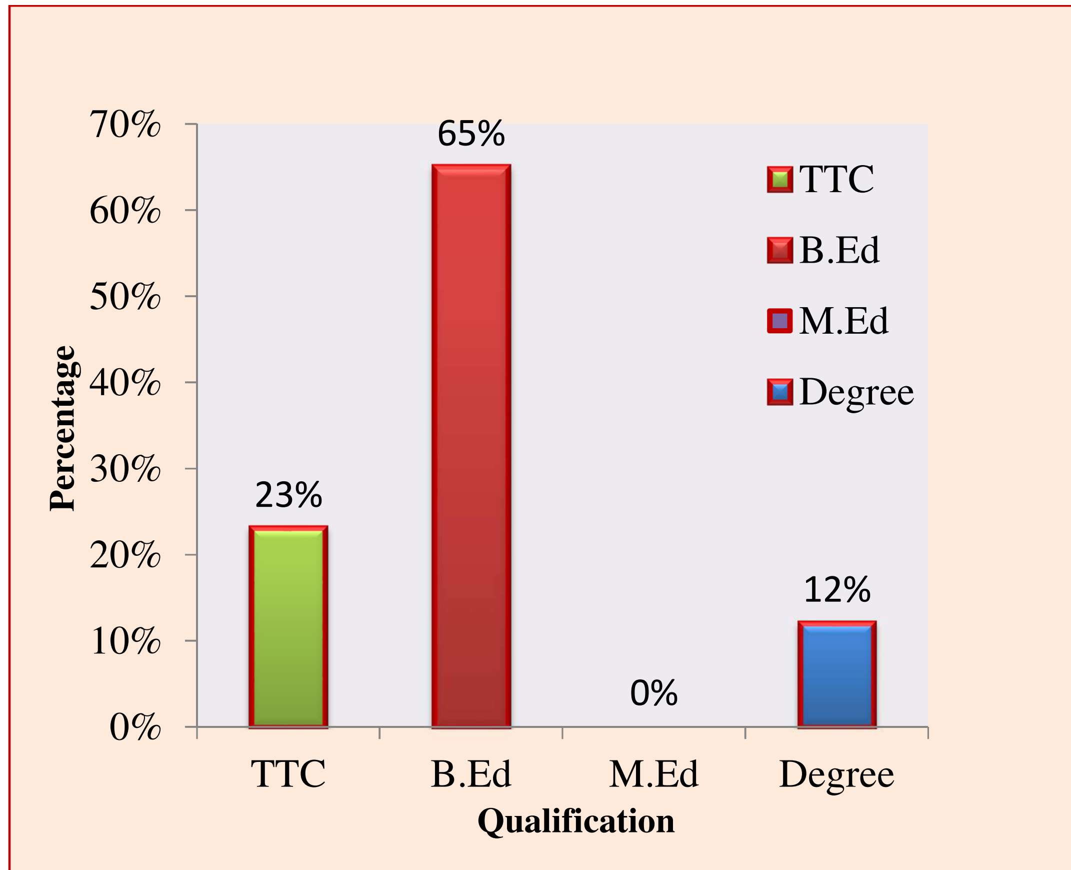

Fig: 4.1.3 Bar diagram shows the frequency and percentage distribution of school teachers with educational qualification.

This bar chart shows that about qualification of teachers 9 (22.5%) teachers were completed TTC, 26 (65%) were completed B.Ed, and 5 (12.5%) were completed degree.

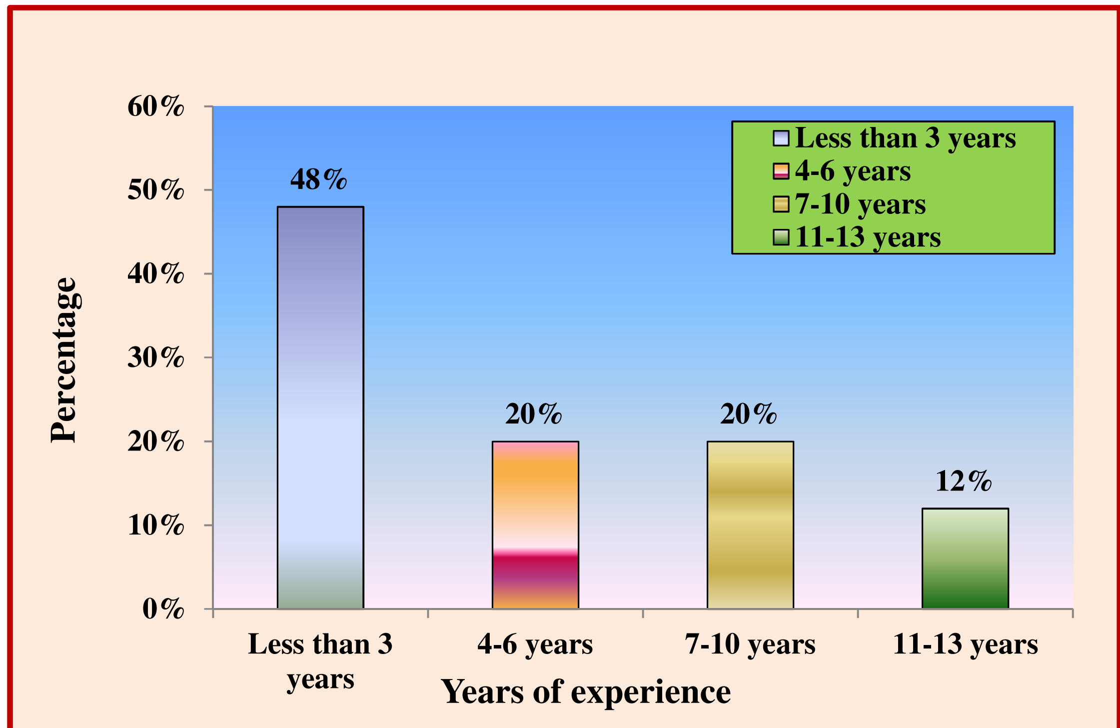

Fig: 4.1.4 Bar diagram shows the frequency and percentage distribution of school teachers with years of experience.

Looking to the years of experience, this bar char shows that 19 (47.5%) were having below 3 years of experience, 8 (20%) were having 4 bytes of experience, 8 (20%) were having 7-10 years and 5 (12.5%) were having 11-13 years of experience.

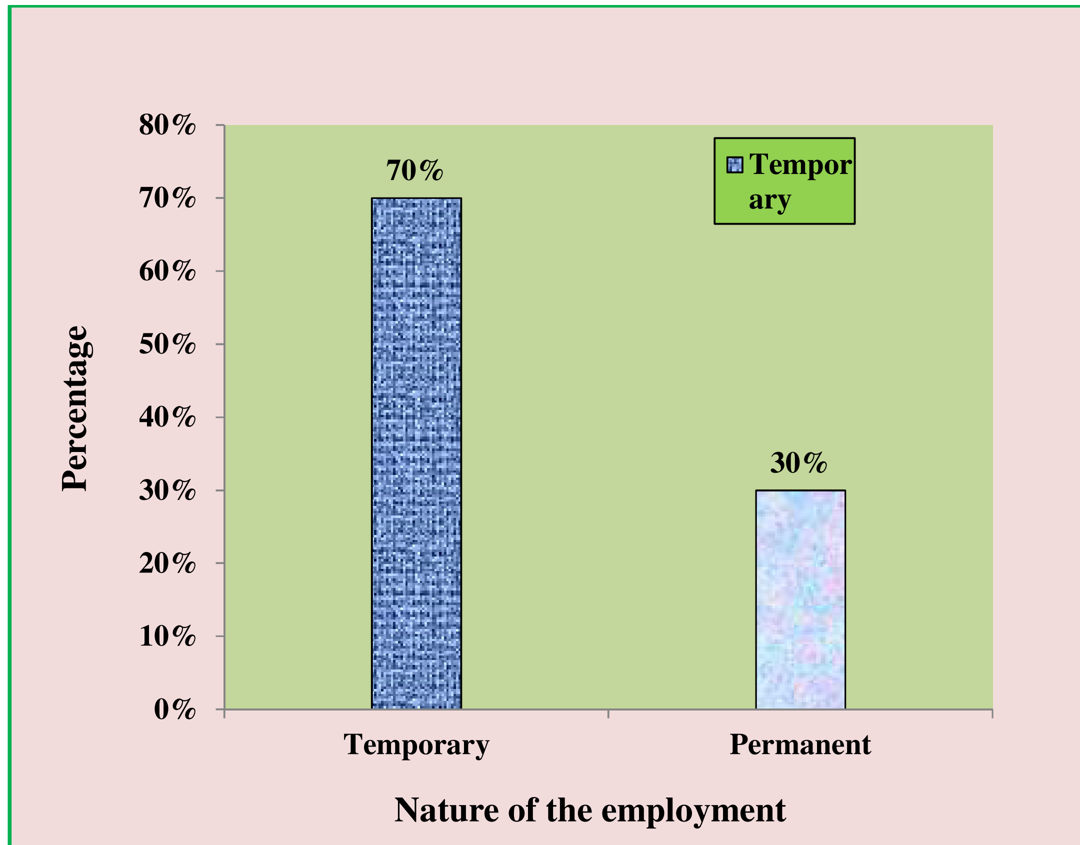

Fig: 4.1.5 Bar diagram shows the frequency and percentage distribution of school teachers with nature of the employment.

In the nature of employment the bar diagram reveals that 28(70%) of the teachers are temporary and 12(30%) of the teachers are permanent employees of the school.

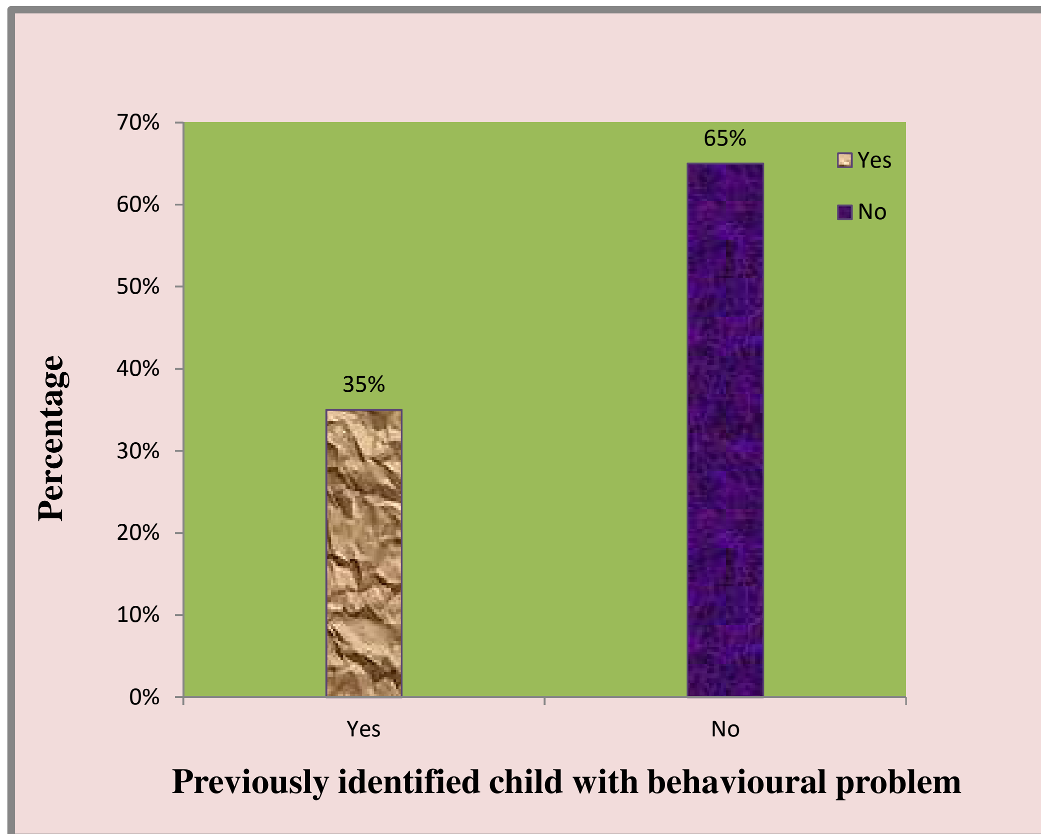

Fig: 4.1.6 Bar diagram shows the frequency and percentage distribution of school teachers with previously identify children with behavioral problems.

This bar diagram explains with regard to the teachers who previously identified the child with behavioral problems were 14 (35%), and 26 (65%) teachers did notpreviously identify children with behavioral problems.

SECTION – II

Description regarding the knowledge of primary school teacher's on behavioral problems of children.

Table: 4.2 Frequency and percentage distribution of pre and post test knowledge scores of primary school teacher's on behavioral problems of children.

n =40

Level of Knowledge	Inadequate		Moderately adequate		Adequate	
	F	%	F	%	F	%
Pre test	**3**	**7.5**	**35**	**87.5**	**2**	**5**
Post test	0	0	4	10	36	90

This table 4.2 shows that the distribution of levels of knowledge before the administration of the structured teaching programme. During the pretest 3 (7.5%) primary school teachers showed inadequate knowledge most of the primary school teachers 35 (87.5) demonstrated moderately adequate knowledge, and 2 (5%) teachers had adequate knowledge regarding behavioral problems during the post-test, 0 (0) were demonstrated inadequate knowledge, 4 (10%) of primary school teachers had moderately adequate knowledge and most of the primary school teachers 36(90%) had adequate knowledge about behavioral problems.

SECTION - III

Comparison of pre-test and post-test knowledge scores of primary school teacher's on behavioral problems of children.

Table 4.3 Mean, standard deviations and t value of pre and post test Knowledge scores of primary school teacher's on behavioral problems of children.

n = 40

S.NO	KNOWLEDGE	MEAN	SD	t' VALUE
1	Pretest	14	3.72	14.02*
2	Post-test	25.29	3.12	

*significant at 0.05 level

This table shows that the mean pretest score of knowledge was 14, SD 3.6 and a post-test mean score of knowledge was 24.35 SD (2.89). For 29 degrees of freedom at the 5% level of significance, the calculated 't' value was (14.02).Hence the calculated "t" value is more than the table value (2.064). This clearly shows that the structured teaching programme on knowledge regarding selected behavioural problems of primary school children among primary school teachers had significant improvement in their level of knowledge in the post test.

SECTION – IV

Association of demographic variables with the post-test score of knowledge regarding behavioral problems of children among primary school teachers.

Table-4.4: Association of post test level of knowledge score regarding selected behavioural problems of children among primary school teachers with their selected demographic variables.

n=40

S.No	Demographic Variables	Above Mean	Below Mean	X2
1	**Age in years**			
	e. 26-30 years	5	9	
	f. 31-35 years	7	1	8.55*
	g. 36 – 40 years	12	3	
	h. Above 40 years	1	2	
2	**Sex**			
	c. Male	25	15	1.25
	d. Female	0	0	
3	**Qualification**			
	e. TTC	8	2	
	f. B.Ed	15	9	2
	g. M.Ed	0	0	
	h. Degree	2	4	
4	**Year of experience**			
	e. Less than 2 years	12	7	
	f. 4-6 years	4	3	0.74
	g. 7-10 years	4	3	
	h. 11-13 years	5	2	
5	**Nature of the employment**			
	c. Temporary	18	11	1.88
	d. Permanent	7	4	

6	**Previously identified the child with behavioral problems** c. Yes d. No	 15 9	 11 5	 4.02*

* significant

The study shows that there is a significant association between the age of the primary school teachers and previously identified child with behavioral problems with the knowledge of the post-test score is significant at 0.05 level.

There is no significant association between sex, qualification, year of experience, andthe nature of employment with the post-test score.

CHAPTER – V

RESULTS AND DISCUSSION

This is a pre-experimental study indented to evaluate the effectiveness of structured teaching programme regarding behavioral problems among primary school teachers at selected schools in Coimbatore. The results of the study are discussed according to the objectives.

The First Objective of the Study to assess the level of knowledge regarding behavioral problems of children among primary school teachers.

Structured questionnaire was used to assess the pretest score of knowledge regarding behavioral problems among primary school teachers. During the pre-test 3 (7.5%) teachers showed inadequate knowledge, most of the teachers 35 (87.5%) demonstrated moderately adequate knowledge and 2 (5%) adequate knowledge regarding behavioral problems.

Joshua Yeldose (2010) conducted a study to assess the effectiveness of structured teaching programme regarding behavioral problems among primary school teachers. The study conducted among 40 teachers. The study revealed that teaching was effective in increasing the level of knowledge and practice of teaching.

The Second Objective of the Study was to deliver a structured teaching program on knowledge regarding behavioral problems of children among primary school teachers.

The structured teaching programme was given to the teachers in St Mary's public school and Saran public school, Coimbatore. Teaching was given for two days through power point presentation. It included the definition, types, etiology and risk factors, symptoms, diagnostic evaluation, treatment and teacher's instructions regarding behavioral problems. The teaching duration was for one week in four sections which were for about 1 hour in two schools. It was found to be effective as they were communicating and clarifying their doubts related to behavioral problems.

Vekidesh K (2015) conducted a study to assess the knowledge of primary school teachers regarding behavioral problems and their prevention among children in Kolkata. The self-administered structured questionnaire was prepared and administered to 50 primary school teachers between 1-7th standard based on purposive sampling technique.

The Third Objective of the Study was to evaluate the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary school teachers.

Structured questionnaire method was used to assess the knowledge among school teachers in selected schools after the structured teaching programme. The mean pretest of score knowledge was 14, SD (3.6) and the mean post-test score of knowledge was 24.35, SD (2.89) for 39 degrees of freedom at the 5% level of significance, the calculated t value 14.02. Hence the calculated t value was more than the expected table value (2.064). It revealed that there was a significant difference between the pre-test and post-test level of knowledge and the hypothesis is accepted.

Pradeesh Bhanwara (2014) described that the planned teaching is effective in increasing the knowledge regarding behavioral problems. The study was conducted in selected schools in Banglore city. The samples were teachers, both male and female. The sample size was 60. The non-convenient purposive sampling technique was used.

The Fourth Objective of the Study was to find out the association between the knowledge regarding behavioral problems of children among primary school teachers with selected demographic variables.

The fourth objective of the study was to find out the association between demographic variables with the post-test score of knowledge of behavioral problems. There is a significant association between the age of the primary school teachers and previously identified child with behavioral problems with the knowledge of the post-test score is significant at 0.05 level. There is no significant association between sex, qualification, year of experience, the nature of employment shows no significant association with the post-test score.

CHAPTER - VI

SUMMARY, CONCLUSION, NURSING IMPLICATIONSLIMITATIONS AND RECOMMENDATIONS

6.1 SUMMARY

The purpose of the study was to help the teachers to improve the knowledge regarding the behavioral problems.

6.1.1 Objectives:

- To assess the level of knowledge regarding behavioral problems of school children among primary school teachers.
- To deliver a structured teaching program on knowledge regarding behavioral problems of children among primary school teachers.
- To evaluate the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary school teachers.
- To find out the association between the knowledge regarding behavioral problems of children among primary school teachers with selected demographic variables.

6.1.2 Hypotheses

- H1: There will be a significant difference between pretest and post-test knowledge scores on knowledge regarding behavioral problems of children among primary school teachers in selected schools.
- H2: There will be a significant association between post-test knowledge scores and selected demographic variables.

6.1.3 Major Findings of the Study

- The pretest means a score of knowledge was 14.
- The post-test mean score of knowledge among school teachers was 24.35
- The calculated "t" value for knowledge score was 14.02 at 29 degrees of freedom at 0.05 levels of significance
- There was a significant association between post-test knowledge with age, previously identified children with behavioral problems.
- There was no significant association between post-test knowledge with sex, qualification year of experience, the nature of employment.

6.2 CONCLUSION

The calculated "t" value of knowledge score was 14.02 at 29 degrees of freedom at 0.05 levels of significance which indicates the structured teaching programme was effective in improving the knowledge regarding behavioral problems.

There was a significant association between post-test knowledge with age, previously identified children with behavioral problems. There was no significant association between post-test knowledge with age, sex, qualification year of experience, qualification year of experience.

6.3 NURSING IMPLICATIONS

Behavioral disorders in children are not cured but must be managed through early identification by timely health education. The findings of the study have implications for nursing practice, nursing education, nursing administration and nursing research.

6.3.1 Nursing Practice

- This study emphasis on improving the knowledge regarding behavioral problems through educative measures.
- Teaching programme can be conducted for primary school teachers.
- More knowledge regarding behavioral problems will help in early identification of the children with behavioral problems.
- Health education can also provide with media, pamphlets which will help the client to increase the knowledge regarding behavioral problems among primary school teachers.
- Nurses, active participation in school health programmes by providing direct and indirect care helps to achieve the goals of health services.
- Teachers deficits in knowledge regarding behavioral problems indicate the needs for arranging health education session on related topics.
- Nurses should focus on psychiatric rehabilitation in the community setting by using health teaching regarding behavioral problems.

6.3.2 Nursing Education

- Nurse educator should emphasize more on preparing students to impact health information to the public regarding behavioral problems.
- The study has clearly proved that a structured teaching programme was effective in improving the knowledge regarding behavioral problems. To practice this, nursing, personal needs to be equipped with adequate knowledge and practice regarding structured teaching programme.
- The curriculum of nursing education should enable student nurses to equip themselves with the knowledge of behavioral problems.
- The nursing education should give more importance to the application of theory to practice.

6.3.3Nursing Administration

- Nurse as an administrator should take limitation in formulating policies and protocols for short and long-term health teaching.
- The nursing administration should motivate the subordinate for participating in various educational programmes and improve their knowledge and skills.
- The administrator serves as a reserved person for young nursing students, parents and school teachers for proving guidance and counseling for children with behavioral problems
- The nurse administrator has the power to formulate pamphlet and flashcards for the awareness of behavioral problems among school teachers.
- Cassettes of behavioral problems could be made available to nurse educator in a nursing education institution.

6.3.4Nursing Research

- There is a good scope for the nurse to conduct research in this area, to find out the effectiveness of various teaching strategies to educate the teachers and the parents
- The effectiveness of the research study can be made by further implication of the study.
- Can be used for evidence-based nursing practice as a rising trend

6.4 LIMITATIONS

- The study can be generalized was limited to the teachers of a selected school, hence, the findings can be generalized only to the selected schools.
- The size of the sample only 40 hence the finding should be generalized with caution.
- The study was limited to one month, improvement in knowledge takes place slowly.

- The study did not use any control group. There was a possibility of a threat to internal validity, such as events occurring between pretest and posttest session like mass media or other people can influence the primary school teacher's knowledge.

6.5 RCOMMENDATIONS

- A similar study can be conducted in a large group to generalize the study findings.
- The study can be conducted to assess the attitudes and coping strategy of school teachers towards children with behavioral problems.
- A comparative study can be done between urban and rural areas.
- A quasi-experimental study can be conducted with a control group for the effective comparison.
- This study can be conducted as a descriptive study to assess the extent nature of behavioral problems of primary school children.
- A study can be conducted in term of knowledge, attitude, and practice of behavioral modification among school teachers of primary school children.
- A study can be conducted in the community about the prevalence and types of behavioral problems among children.

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TEXCITY COLLEGE OF NURSING
Podanur Main Road, Coimbatore - 641 023.
Phone : 0422 - 2410854, 2410443 E-mail : texcitycollege@yahoo.co.in.

Approved by the Government of Tamilnadu Vide G.O. MS. No. 226/22-09-2006 & INC
INC Code - B.Sc. (N) 2903067, M.Sc. (N) 2904079
Affiliated to TN Dr. MGR Medical University

Ref :

APPENDIX-I

Date ....

PERMISSION LETTER FOR CONDUCTING THE STUDY

From

S. NANDHINI
M.Sc (N) II Year
Texcity College of Nursing,
Coimbatore – 641 023.

To

The Administrator
MEWS Matriculation School,
Podanur, Coimbatore.

Through : Principal, Texcity College of Nursing.

SUB : Requisition letter for conducting the research study.

Respected Madam,

I am, Ms. S. NANDHINI, M.Sc (N) II year in Texcity College of Nursing. Our institution is affiliated to Tamilnadu Dr. MGR Medical University, Chennai, as part of my curriculum requirement of M.Sc (N) programme, I have to conduct a research study an "A **study to assess the effectiveness of structured teaching programme on knowledge regarding behavioral problems of children among primary school teachers in selected schools at Coimbatore".**

So, I kindly request you to grant me permission for conducting the study in your school, in the month of Feb-March 2018. I assure you that I will not disturb the daily routine of the school and the information collected from study participants will not be disclosed.

Thanking you,

Yours faithfully,

Forwarded

PRINCIPAL
TEXCITY COLLEGE OF NURSING
Podanur Main Road, Podanur,
Coimbatore - 641 023

S. NANDHINI

Ph : 2410854

MEWS MATRICULATION SCHOOL

(MANAGED BY THE MUSLIM EDUCATIONAL & WELFARE SOCIETY, COIMBATORE. Regn.No. 90/1969)

APPROVED BY GOVT. OF TAMILNADU. KDS No. 850/E2/2004 dt. 19/02/2004

PODANUR MAIN ROAD, COIMBATORE - 641 023. TAMILNADU, INDIA

Ref : Date :

The Principal
Texcity College of Nursing,
Coimbatore – 23.

Respected Madam,

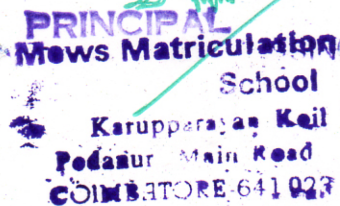
This is to certify that Ms. S. Nandhini, M.Sc (N) II Year student of your institute has conducted the research project in our institution.

The topic of research was

"A study to assess the effectiveness of structured teaching programme on knowledge regarding behavioral problems of children among primary school teachers in selected schools at Coimbatore."

Thanking you,

Yours faithfully,



APPENDIX - II

Ref:

LETTER REQUESTING EXPERT OPINION TO ESTABLISH CONTENT VALIDITY

TO,

(Through- Principal Texcity College of Nursing)

Respected sir/madam,

SUB: Nsg-Education-MSc(N) II yr-content validity req-reg,

I wish to state that I am MSc (N) II year student of Texcity College of Nursing has to carry out a research project. This is to be submitted to the TN DR. MGR Medical University, Chennai in partial fulfillment for the requirement for the award of Master of Science in Nursing.

The topic of research project is:

"A study to assess the effectiveness of structured teachingprogram on knowledge regarding behavioral problemsof children among primary school teachers in selected schools at Coimbatore".

I have enclosed,

1. Statement of the problem, objectives and hypothesis
2. Demographic data
3. Research tool
4. Teaching module

I request you to go through the items and give your valuable suggestions, modifications. additions and deletions, if any, in the remark column.

Thanking you,

Place: Coimbatore

Date:

Yours faithfully,

Ms.S.Nandhini

APPENDIX – III

LIST OF EXPERTS GIVEN OPENION FOR CONTENT VALITITY

1. **Mrs.K.Saranya,M.Sc(N).,(Psy)**
   Associate Professor,
   Texcity College of Nursing,
   Coimbatore.

2. **Mrs.K.P.Dhivyae prabha., M.Sc(N),(Psy)**
   Associate Professor,
   Texcity College of Nursing,
   Coimbatore.

3. **Mrs.J.Jansi Jancy., M.Sc(N),(Psy)**
   Asst.Professor,
   Kaveri College of Nursing
   Trichy.

4. **Dr.Mrs.Hemalatha Rajmohan.M.B.B.S.DPM.**
   Consultant Psychiatrist,
   Kurinchi Hospital,
   Coimbatore.

5. **Dr.Mrs.A.Vasanthi.MBBS.,DPM.,**
   Consultant Psychiatrist,
   Vazhikatti Mental Health Hospital & Research Institute,
   Coimbatore.

APPENDIX - IV

EVALUATION CRITERIA CHECK LIST FOR CONTENT VALIDITY

INTRODUCTION:

Expert is requested to go through the following evaluation criteria checklist prepared for the intervention there are three columns given for the response and facilitate suggestions in the remarks column given.

S. NO	CONTENT	CRITERIA			REMARK
		MET	PARTIALLY MET	DOES NOT MET	
I.	**SELECTION OF CONTENT :**				
a.	Content reflects the objectives				
b.	Content has up to date knowledge				
c.	Content is comprehensive for the learning needs				
d.	Content provide correct and accurate information				
e.	Content coverage				
II.	**ORGANIZATION OF CONTENT :**				
a.	Logical sequence				
b.	Continuity				
c.	Integration				
III.	**LANGUAGE :**				
a.	Local language is used in simple and in understandable dialogues				
b.	Technical terms are explained at the level of learners ability				

IV.	**FEASIBILITY \ PRACTICABILITY**				
a.	Is suitable to subjects				
b.	Permit self learning				
c.	Acceptable and useful to the clients				
d.	Suitable for setting				
V.	**ANY OTHER SUGGESTIONS**				

EXPERT'S SIGNATURE WITH DATE AND SEAL

APPENDIX - V

EVALUATION CRITERIA CHECK LIST FOR CONTENT VALIDITY

TOOL: 1 DEMOGRAPHIC VARIABLIES AND BACK GROUND INFORMATION

INSTRUCTION:

Expert is requested to go through the following evaluation criteria and check list prepared for the demographic variable there are three columns given for the response and facilitate suggestions in the remarks column given.

Demographic variables	Relevant	Irrelevant	Remarks
1-12			

Any other suggestions:

Expert's Signature with Date and Seal

APPENDIX - VI

LETTER SEEKING CONSENT OF SUBJECTS FOR PARTICIPATION IN THIS STUDY

SAMPLE NO:1

CONSENT LETTER

I,Mrs. ------------------------ willing to participate in the study to “assess the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary school teachers in selected schools at Coimbatore”.as part of M.Sc., Nursing requirements by Ms.S.Nandhini. The study was well explained by the researcher and I am interested to take part in this study.

SIGNATURE

APPENDIX - VII

CERTIFICATE FOR ENGLISH EDITING

TO WHOM SO EVER IT MAY CONCERN

This is to certify that the tool developed by Ms.S.Nandhini, M.Sc., Nursing student of Texcity college of nursing for dissertation **"**a study to assess the effectiveness of structured teaching programme on knowledge regarding behavioral problems of children among primary school teachers in selected schools at Coimbatore and the study is edited for English language appropriateness by Mrs.Muthumalini Alice,M.A (English).,B.Ed.Texcity College of Nursing Coimbatore.

SIGNATURE

APPENDIX - VIII

SECTION –A: DEMOGRAPHIC VARIABLES

Instructions: Read the following questions carefully and give tick [✓] in a given box for the correct answers.

Sample No : ___________________

1. **Age**
   a. 26-30 years ☐
   b. 31-35 years ☐
   c. 36-40 years ☐
   d. Above 40 years ☐

2. **Sex**
   a. Male ☐
   b. Female ☐

3. **Qualification**
   a. TTC ☐
   b. B.Ed ☐
   c. M.Ed ☐
   d. Degree ☐

4. **Year of experience**
   a. Less than 3 years ☐
   b. 4-6 years ☐
   c. 7-10 years ☐
   d. 11-13 years ☐

5. **Nature of the employment**
   a. Temporary ☐
   b. Permanent ☐

6. **Previously identified the child with problems of behavioral problems**
   a. Yes ☐
   b. No ☐

APPENDIX - IX

SECTION – B: STRUCTURED QUESTIONNAIRE FOR ASSESSMENT OF KNOWLEDGE

Instructions: Kindly go through each item of the questionnaire carefully and Indicate your answers by placing a [✔] tick mark in the given options.

Sample No: --------------------------

1. What is the behavioral problem?
   a) Physical problem ☐
   b) Psychiatric problem ☐
   c) Emotional problem ☐
   d) Emergency problem ☐

2. What is an oppositional defiant disorder?
   a) Argumentive and disobedient behavior ☐
   b) Violation of rules ☐
   c) Run away from school ☐
   d) Criminal activity ☐

3. What do you mean by attention deficit hyperactivity disorder?
   a) Medium attention span and hyperactivity ☐
   b) Fewer actives of child and hyperactivity ☐
   c) Over-attention span and less hyperactivity ☐
   d) Short attention span and less hyperactivity ☐

4. ------------ is called enuresis.

a) Constipation ☐
b) Involuntary passage of urine ☐
c) Involuntary passage of stool ☐
d) Excessive sweating ☐

5. Stammering is a--------------------------- Disorder

a) Speech ☐
b) Sleep ☐
c) Physical ☐
d) Social ☐

6. What is voluntary mutism?

a) Eye blinking ☐
b) The absence of articulate speech ☐
c) Clenching of fists ☐
d) Problems of eating behavior ☐

7. What is somnambulism?

a) Early morning riser ☐
b) Sleep Walking ☐
c) Night terrors ☐
d) Nightmares ☐

8. Which condition the does child eat mud, chalk, paper?

a) Pica
b) Marasmus
c) Anorexia
d) Iron deficiency

9. What do you mean by TICS?

a) Sudden, quick, involuntary repeated movement
b) Voluntary repeated movement
c) Over-enthusiastic movement
d) Restriction of movement

10. What do you mean by encopresis?

a) Loss of sphincter muscle control
b) Involuntary passage of feces
c) Lack of toilet training
d) Bowel irritation

11. What are the physical problems of school going children?

a) Constipation & diarrhea
b) A headache and abdominal pain
c) Nausea and vomiting
d) All the above

12. ______ is the causative factor for thumb sucking

a) Anger and jealousy ☐

b) Tension and fear ☐

c) Emotional insecurity ☐

d) Hunger and thirst ☐

13. What are the reasons for attention deficit hyperactivity disorder?

a) Genetic predisposition and behavior in heredity ☐

b) Physical problem ☐

c) Stress of examination ☐

d) Feeling of restlessness ☐

14. What is the cause of nail-biting?

a) Strict punitive parents and teacher ☐

b) Social fear ☐

c) Psychological hyperactivity ☐

d) Psychological unconsciousness ☐

15. What are the causes of the temper tantrum?

a) Sibling jealousy ☐

b) Overprotection and inconsistency ☐

c) Harsh discipline ☐

d) None of the above ☐

16. What are the causes of enuresis?

a) Mental disorder ☐
b) Fear related to toilet ☐
c) Poor toilet training and anatomical defects ☐
d) Stress ☐

17. What are the causative factors for school phobia?

a) Fear of teacher ☐
b) Forced teaching ☐
c) The stress of the examination ☐
d) All the above ☐

18. What is the complication of nonfood substance in the children?

a) Cancer ☐
b) Leprosy ☐
c) Diabetes mellitus ☐
d) Intestinal obstruction ☐

19. What are the main features of conduct disorder?

a) Physically cruel to people ☐
b) Angry ☐
c) Argue with others ☐
d) Poor self-esteem ☐

20. Which is the main causative factor for oppositional defiant disorder?

a) Attachment deficit by parents

b) Rejection by peers

c) Heredity

d) Gang formation

21. What is the main clinical feature of the attention deficit disorder?

a) Kicking

b) Make a careless mistake in school work

c) Hammering

d) Screaming

22. How will you manage PICA in children?

a) Beating the child

b) Scolding the child

c) Providing medication

d) Provision of proper food

23. How will you manage the child with enuresis?

a) Restricting the fluid

b) Proper toilet training

c) Proving coffee before sleep

d) Proving a calm environment

24. Which of the following is the main complication of nail-biting?

a) Throat pain

b) Infection of the oral cavity

c) Worm infestations

d) Tongue lesions

25. How many hours is the school going children will sleep?

a) 12 hours

b) 13 hours

c) 11 hours

d) 14 hours

26. Which method is used to treat improper school performance?

a) Teacher and parents should avoid criticizing the child

b) Remove the precipitating factors

c) Individual psychotherapy

d) All the above

27. How will you approach when the child steals?

a) Isolating the child

b) Do not allow the child to mingle with the peer group

c) Praise and reward the child

d) Tell appropriate way getting what he wants and treat the child

28. How can you improve the school performance of the child?

a) Early of the child and remedy of the difficulty

b) Accepting the decimal

c) Isolating for the above

d) None of the above

29. How will you approach when a child says a headache at school time?

a) Do not mind it always

b) Provide a relaxation technique

c) Provide chocolate and make him go to school

d) Talking to the hospital

30. What is the management of a temper tantrum?

a) Physiotherapy

b) Electroconvulsive therapy

c) Behavior therapy

d) Sociotherapy

PART – B

Scoring Key

Question No.	Answer	Score
1.	b	1
2.	a	1
3.	b	1
4.	b	1
5.	a	1
6.	b	1
7.	b	1
8.	a	1
9.	a	1
10.	b	1
11.	b	1
12.	c	1
13.	a	1
14.	a	1
15.	b	1
16.	c	1
17.	d	1
18.	d	1
19.	a	1
20.	a	1
21.	b	1
22.	d	1
23.	b	1
24.	c	1
25.	c	1
26.	a	1
27.	d	1
28.	a	1
29.	b	1
30.	c	1

APPENDIX - X

HEALTH EDUCATION
ON
BEHAVIOURAL PROBLEMS

HEALTH EDUCATION

ON

BEHAVIORAL PROBLEMS

Topic: Behavioral Problems

Time: 1 Hour

Place: St Mary's Public School & Saran public school

AV aids: PowerPoint Presentation

Group: Primary School Teachers

General Objectives

At the end of health education, the group/individual will be able to gain knowledge about behavior problems.

Specific Objectives

The teachers able to

- define behavior problems
- enumerate the developmental causes of behavior problems
- explain the classification of behavior problems
- briefly explains the problems of habit
- describe the problems of movement
- narrate the conduct disorder
- discuss the problems of toilet training
- explain about the problems of speech
- note the problems of schooling
- list out the psychosomatic disorder
- brief the behavior modification technique used for behavior problems

Time	Specific objectives	Content	Teachers activities	Learner activities	AV aids	Evaluation
5 mts		**Introduction** In an individual's life from birth to end of life at every stage of growth and development there is part of passing from one stage of development to another child. Who changes from the life of helpless to gradual independence may have a certain adjustment problem which has to be solved.				
5 mts	Define behavior and behavior	**Definition** A behavior is the product of a relationship of a living organism with the environment .behavior is learned both good and bad.Behavior is observable and measurable. **Behavioral problems** Behavioral problems are the reactions and manifestation which are resulting due to emotional disturbances or environmental maladjustment.	Teaching	Listening	PPT	What is mean by behavior?
15 mts	Explain briefly about the disorder of habit	**Classification of behavioral problems** **Problems of habit:** **Thumb sucking** **Definition** Thumb sucking is a habit of disorder due to feelings of insecurity and tension-reducing activities and attention, sucking in a normal reflex which is a soothing and calming effect for the child. **Incidence** Most of the children who habituated thumb sucking will give up this habit when they are 2 years old or the maximum by the time of schooling after the age of 7-8 years if the child continuous the habit it indicates the sign of stress.	teaching	listening	PPT	What is thumb sucking?

causes

- ➢ Emotional insecurity
- ➢ Boredom feeing the child
- ➢ Isolation
- ➢ Lack of stimulation

Developmental causes

Grafting action under unpleasant and unsatisfied feeling situation.

Psychological causes

A model of infantile sexual manifestation (Freud) correlates with adulthood derive for preserve kissing,smoking, and drinking.

Family causes

- ➢ Neglect
- ➢ Strictness of parents
- ➢ Overprotection
- ➢ Loneliness
- ➢ Rivalry
- ➢ Boredom

Clinical manifestations

- ➢ Hunger
- ➢ Fear
- ➢ Anxiety
- ➢ Intestinal infection

Complications

- ➢ Teething problems –delayed dentition, premature loss of teeth
- ➢ Respiratory infections-pneumonia, bronchitis
- ➢ Gastrointestinal tract infection-nausea,vomiting,diarrhea, constipation.

Management

- Parents should avoid excessive anxiety
- Encourage the child to relieve fear
- Anxiety and others stress
- Meeting the emotional needs
- Reward techniques have to be used e.g appreciation, praising the child for constructive behavior

Nail biting:

Biting the fingernail is one of the most common habits of childhood. Nail biting has suggested as an extension of thumb sucking.especially in school-age children signs of tension and self-punishment to cope up with the hostile feeling towards parents.

Incidence

- Mostly common in 3-12 years of child
- Mainly affected in 7-12% of children
- More common in females

Causes:

- Parental neglect or separation
- Strict punitive parents and teachers
- Stress of examination
- Excessive tear
- Disharmony among parents
- Beloved or overprotected child

Clinical manifestation

Teeth

- Bruxism
- Delayed dentition
- Missing of teeth
- Increasing space between teeth

		➢ Premature loss of teeth Tongue ➢ Strawberry tongue ➢ Tongue lesions ➢ Weak tongue protections Gums ➢ Gingival ulcer ➢ Edema of buccal mucosa **Associated behavioral problems:** ➢ Motor restlessness ➢ Disturbance in sleep (jerking, tossing, gritting the teeth talking, crying out, walking) ➢ Ties (involuntary muscular movement) ➢ Thumb sucking ➢ They are pulling ➢ Bet wetting ➢ Soiling **Complications:** • Many children bite the skin of the end phalanges or on other parts of the fingers of hard instead of the nails produce excoriation and scans. • Worm infestations • Cholera • Enteric respiratory infection **Treatment:** • Identification and removal of causes of tension, responsible for the origin and maintenance of this habit.				

		• Giving toys and healthy association with other children. • Punishment should be avoided • Parents and teacher have to encourage the child to express true/open feelings • Parents have to increase self-confidence among children recognition, encouragement and praise the child for their achievements **Mud eating (PICA)** Mud eating is not always just a habit, but it may be an adverse outcome of faulty rearing. **The child used to eat** ➢ Dirt or clay ➢ Plaster or paint ➢ Paper or clothing ➢ Wood or pencils ➢ Talcum powder or toothpaste ➢ Cigarette ashes and butts ➢ Animal dropping, graying, strings ➢ Body leaves hair etc. **Frequency:** Mud eating was 26.4% among children of age group 1-12 years. With peerage of 20-26 months. Male children, it was slightly higher as compared to their female counterparts. **Psychodynamic factors:** ✓ Emotional factors ✓ Organic etiological factors **Emotional factors**: ➢ Neglected child ➢ Disharmony among patients				

		➢ Beloved and overprotected child ➢ Strictness of parents ➢ Strictness of teachers ➢ Sibling rivalry ➢ Loss or separation of a parent ➢ Birth of child ➢ Beginning school **Organic etiological factors**: ➢ Mental retardation ➢ Iron deficiency anemia ➢ Lead poisoning ➢ Worm infestation ➢ Constipation **Complications:** ➢ Eating of hair leads to accumulation of hairball and thus intestinal obstruction ➢ Lead poisoning ➢ Iron and zinc deficiency ➢ Constipation ➢ Children more prove to get other addiction (alcoholism, overheating etc.) and depression **Treatment:** ➢ Explore the underlying emotional stress factors ➢ Careful evaluation and remedy ➢ Provision of proper food ➢ Adequate supervision and training If the above measures fail ➢ Altering the child's environment ➢ Behavioral directive guidance of parents(improve mother-child relationship) should be considered				

Hair plucking (Trichotillomania)

Some people commonly pull their hair whenever they are tense. Some may public them while others may even eat them. This irresistible urge to pull one’s hair is known as trichotillomania

Frequency:

More common in females, is prevailed from early childhood to adulthood.

Causative stress factors:

- Parent-child conflict. It is said to be the expression of the conflict between the personality of their child with a mother and or father.
- Inadequate, emotional satisfaction during childhood because of loneliness, boredom, rejection from parents
- The extreme degree of aggression towards self.
- Illness or separation from parents
- Birth or death of a sibling
- Strict parents or teachers
- The stress of the examination
- Critical or overprotective parent
- Parental disharmony, depression
- Mental retardation

Treatment:

- The treatment is directed at the cause, the child's developmental struggles, and distributed parent-child relationship rather than at the symptoms itself.
- Family therapy and behavioral modification were found to be the most successful with us, in treating this problem.

Stealing:

Young children have a natural desire to achieve what they want and with maturation, they learn to respect the property of others.

15 mts	describe the	Thus, in a preschool child, this act is normal developmental behavior while in a school-age child the act will be considered as stealing **Causes:** ➢ Dishonesty at home ➢ Insecurity ➢ Bad example from friends or other persons ➢ Revenge ➢ Antisocial personality, poverty **Treatment:** ➢ Domestic conflicts, particularly between the parents, must be resolved. ➢ Tell appropriate way getting what he wants and treat the child **Problems of movements**: **Temper tantrums:** Open resentment and displeasure of small children are expressed. Frequency in the form of dramatic outbursts, commonly called temper tantrums. Anger and frustration are the basic causes of temper tantrums. **Incidence:** Temper tantrum was found to be 22.8% in children aged 3-12 years. The tantrum is more common up to the age of 5 years after that there is a decline with increasing age. **Etiology:** ➢ The personality of the child ➢ The period of resistance ➢ Imitativeness ➢ Insecurity ➢ Attitude of parents ➢ Parental inconsistency **Other factors:**				

	problems of movements	➢ Sibling jealousy ➢ Heredity ➢ Physical illness ➢ Postnatal trauma **Associative problem:** ➢ Feeding problems ➢ Bed Wetting ➢ Fear reaction ➢ Night terrors ➢ Nail biting, nail plucks **Management:** Underling insecurity, overprotection overindulgence, over-strictness and another faulty attitude of the parents has to be remedied first. The opportunities for resistance must be cut down to a minimum as the essence of treatment lies in prevention The best way to treat a tantrum is to ignore it. He should certainly not be given what he wanted after the tantrum. **Hyperactivity (Attention deficit hyperkinetic disorder (ADHD)** These children suffer from a disease of hyperkinetic child syndrome or attention deficit disorder commonly characterized by ➢ Inattention ➢ Impulsivity ➢ Hyperactivity **Causative factors**: Genetic predisposition **Behavior disinhibition:** ➢ It results in a problem with memory self-regulation of affect motivation .e.g memory impairment.	teaching	listening		What is the meaning?

Neurodevelopmental difficulties

- It is related to activation focus, sustains effects modulating emotions.e.g seizure, meningitis

Early neurodevelopment problems

e.g obstetric complication,prematurity,genetic abnormalities

Intrauterine exposure to logic substances

e.g alcohol, cocaine

disruption is bonding during the first three years of life

e.g separation from parents

clinical manifestation

Inattention

- make careless mistakes in school work
- difficulty in organizing tasks or play activities
- not listen when spoken to directly
- does not follow the instruction
- forgets in daily activities

hyperactivity/impulsivity

- feeling of restlessness
- difficulty in playing
- gives answers before questions have been completed
- interrupts others
- impairment in social academic and occupational functioning.

Complications:

- School failure
- Temper tantrum
- Conduct disorders
- Antisocial behavior
- Drug abuse

Treatment:

- The family situation should be reviewed and parental differences of opinion about a child's misbehavior should be

clarified.

- The parents should keep the valuable, breakable or dangerous object out of reach of the children we are more prone to accidents.
- Some children do better in progressive schools(where more freedom to move about is given). But for most, a strict regime with clear-cut rules, definite assignment, and directions are preferable. Even routine activities such as sharpening pencils are going to the bathroom have a place in a days regime.
- Encouragement and recognition of achievements are essential for success.
- The excessive intake of synthetic drinks, tea, coffee, chocolates food preservatives and additives etc should be avoided
- The children are not responding to the above measures should be shown to a specialist as some drugs alleviate the problem

Contact disorder:

Contact disorder encompasses some of the most severe behavior disorders in childhood. Contact disorder is the most common diagnosis of child and adolescent patients in both clinic and hospital settings. This disorder entails repeated violations of personal rights or societal rules, including violent and nonviolent behaviors.

Features of contact disorder:

1.Aggressive people and animals
2.Destruction of property
3.Deceitfulness or theft
4.Serious violations of rules

Etiology:

- Social deprivation
- Substance abuse
- Gang formation

15 mts	Explain conduct disorder	➢ Earthy rejection by peers ➢ Harsh discipline ➢ Parental over stimulation or under stimulation ➢ Single parent home ➢ Separation from parents **Diagnostic criteria for conduct disorder** ➢ Offenses ranging from frequently lying ➢ **Cheating** ➢ And truancy to vandalism ➢ Runaway ➢ Car theft ➢ Arson **Management** • Pharmacotherapy can involve virtually any psychotropic drug, depending on the concomitant neuropsychiatric findings in the individual. Psychostimulants for ADHD, lithium or anticonvulsants for bipolar disorder, antidepressants for depressive disorders, narcoleptics for psychotic features or impulsive behavior and beta-adrenergic blocking agents for severe aggression. • Cognitive behavioral therapy • Individualized educational programming, vocational training, and remediation of languages and learning disorders. **Complication:** • School failure, • school suspension, • legal problems, • injuries due to fighting or retaliation,	Teaching and asking questions	listening and answering question		What is conduct disorder?

		• accidents, • sexually transmitted disease • teenage pregnancy, • prostitution, • being raped or murdered, • criminal activity • drug addiction • suicide or homicide **oppositional defiant disorder** children with oppositional defiant disorder show argumentative and disobedient behavior but unlike children with conduct disorder respect the personal rights of other people. **Prevalence**: • Along with ADHD, it is the most prevalent psychiatric disorder in 5-9 years old children Etiology : • Parental problems(too harsh or inadequate) in discipline structuring and limit setting • Identification by the child with an impulse disordered or aggressive parent who set a role model for oppositional and defiant interactions with other people • Attachment deficits caused by parents emotional or physical emotional or physical unavailability (depression, separation, evening work hours) • Impairment in the development of affect regulation and social cognition. **TREATMENT** Behavioral techniques can modify oppositional behavior .parent				

		training has been particularly useful in ameliorating oppositional behavior in children. **HABIT SPASMS(TICS)** Tics are a sudden, quick, involuntary and frequently repeated movement of circumscribed groups of muscles, serving no apparent purpose. **Causes**: Parental rigidity or disapprovals Emotional disturbance **Organic factors:** **Endogenous factors :** • Hereditary • Neurological • Biochemical • Neurophysiologic **Exogenous factors** • Mechanical • Toxic • Infection • Traumatic • Nutritional **Treatment** Parents should avoid nagging or warning as it may cause further deterioration. Improvement in the situation difficulties in which the tics were developed and maintained. A constructive plan for the adequate occupation, play and rest should be worked out. **Problems of toilet training** **Bed wetting (Enuresis)**				

<table>
<tr>
<td></td>
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<td>Definition
Involuntary passage of urine by children more than three years old.
Etiology :
• Lack of training
• Over-enthusiastic early training
• Heredity
• Folk medicine
• Organic causes
Associated behavioral problem
• Thumb sucking
• Nail-biting
• Problems of eating behavior
• Temper tantrum
• Stealing
Treatment
Bladder training
It is best started at 12-16 months of age after bowel control has been to some extent established
Guidelines for bladder training
• Bladder control during daytime should be taught by the middle of the second year.
• The child is placed on the toilet at definite times eg after wakening, before and after meals etc.
• Toilet seat should be comfortable with adequate back support.
• The child should not be placed very frequently on the toilet and not more than 2-3 mts
Treatment guidance</td>
<td>Teaching</td>
<td></td>
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<td>What do</td>
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15 mts	Discuss the problems of toilet training	**Situational manipulation** Which stresses on waking the child up during the night to empty the bladder and restriction of fluids at least two hours before going to the bed. **Parental counseling** : Which include avoiding the stress like separation from parents, parental neglect, excessive punishment or criticism by the caretakers etc.toilet training should be tried as described. **Behavior modification techniques:** Include use of an alarm buzzer apparatus which is kept on the bed and starts ringing as soon as it becomes wet by patient urine. **Encopresis** **Definition** Encopresis is the repeated voluntary or involuntary passing of feces inappropriate places after the age at which bowel control as usual, in the absence of organic cause. Causes Emotional disturbance Too rigid toilet training School stress Constipation Fissures Over aggressiveness Fear related to toilet Attention deficit **Clinical manifestation** If the child withholds defecation, abdominal becomes distended with feces and gas. Asthenic look Spend little time with peer	and clarifying doubts			you mean enuresis?

Withdrawn and stubborn

Diagnosis:

Obtain developmental history of bowel training

Collect information about the current pattern of toilet use

Eg: where child passes stools, how long ascertain about the family situation.

Management:

Establish regular bowel habits.eg: ask the child to sit on the toilet seat for at least 10minutes twice a day.

Re-establish a pattern of bowel elimination.

Problems of sleep disorder

Sleepwalking(somnambulism)

Definition

The disorder of sleepwalking is characterized by the performance of motor activity initiated during sleep in which the individual may leave the bed and walk about, the dress goes to the bathroom, talk screamer even drive.

Causes

- Fatigue
- Lack of sleep
- Exhaustion

Clinical manifestation

- The child walks while asleep with blank open eyes.
- A child will not able to coordinate when awakened
- During the episode, the child cannot be awakened in spite of any effort.

Management

- The product the child from accidents
- Avoid exhaustion
- Eliminate the child distressing sleep pattern
  Bowel training

15 mts	List down the problems of sleep disorder	**Problems of speech**: **Stammering** Stammering Stammering is a disorder of speech rhythm and fluency caused by intermittent blocking, convulsive repetition or prolongation of sounds, syllables,words or phrases. **Incidence and frequency:** Common in the age group 2-10 years Stammering at school age : It involves nouns, verbs, adjectives or adverbs of speech. **Associated movements :** ➢ Eye blinking ➢ Jerking of arms ➢ Jerking of head ➢ Swallowing ➢ Clenching of fists ➢ Stamping of feet **Etiology :** ➢ Emotional ➢ Hereditary ➢ Local anomalies ➢ Anomalies of central nervous system **Treatment** • The parents should make the child realizes his speech was approved regardless of how he speaks. • Individual psychotherapy • Speech therapy is needed **Voluntary mutism (elective mutism)** Autism is the absence of articulate speech but when a mentally and	Explaining and asking questions			What do you mean by somnambulism?

<table>
<tr>
<td>10 mts</td>
<td>Explain about problems of speech</td>
<td>physically sound child forced himself into mutism it is called as elective mutism or voluntary silence.
Causes:
• Separation from the family
• Emotional trauma
• An attention seeking mechanism
• Anger reliving device
Treatment
The stress factor is to be identified and removed. The quality of the mother-child relationship should be improved. in some cases, the child has to be removed from the home and placed in another suitable environment. Do not shame the child in front of the others.
Problems of schooling
School phobia(school refusal)
The reluctance or fear of a child to go to school is seen in every family this is known as school phobia.
Etiology :
problems at school:
▪ fear of a teacher
▪ threats by classmates
▪ discrimination on the basis of caste, religion or race
▪ improper dress
▪ fear of eating in the school dining hall or going to the toilet
▪ transfer to a new school or class
▪ prolonged absence from school
problems at home
▪ the feeling of insecurity
▪ birth of a sibling
▪ hospitalized of the mother
▪ parental overprotection or neglect</td>
<td>Explaining and clarifying doubts</td>
<td></td>
<td></td>
<td>What is stammering ?</td>
</tr>
</table>

10 mts	Enumerate the problems of schooling	▪ Worsening of family's finances. Problems in the child ▪ Mental subnormality ▪ Burden of homework ▪ The anticipation of failure in exams ▪ Physical illness **Management** • Identify and remove the precipitating factor • Parents and teachers are advised to review their family attitude. • Cooperation between parents and teachers **Improper school performance:** **Causes** • Physical problems • Emotional interference • Forced teaching • Excessive criticism by parents • Parental neglect, the death of near and dear teacher rudeness **Management** • Advice the parents to accept and adapt their expectation to the child ability and the transfer of class or school should be avoided as it not helpful and may impair the child confidence. • The teacher should avoid criticizing the child. • Parents also should avoid criticizing the child. **Psychosomatic disorder:** A non-organic headache **Causes** School strict teacher, incomplete homework scholastic backwardness. Family stress parental neglect,overprotection parentless child.	Teaching and asking a question			32 What are the problems of schooling? 33

	.	**Treatment** Attention to possible stress at home at school Counseling both the parents Where it seems possible that the pain has arisen from muscular tension, relaxation techniques may be useful. **Recurrent psychological abdominal pain:** The condition usually presents in children aged between 5-12 years. when abdominal pain forms a part of a generalized emotional disorder anxiety, consideration should be given to receiving known stress factor at home and teaching the child relaxation techniques. **Behavioral Modification Therapy** **Definition** It is the systematic application of scientific principles of learning and form of psychotherapy aims of changing maladaptive behavior by substituting, it with adaptive behavior. **Four Aspects of Behavior Therapy** **1. Classical Conditioning** In classical conditioning certain respondent behaviors, such as knee jerks and salivation, are elicited from a passive organism **2. Operant Conditioning** Focuses on actions that operate on the environment to produce consequences If the environmental change brought about by the				

5 mts	Enumerate the psychosomatic problems	behavior is reinforcing, the chances are strengthened that the behavior will occur again If the environmental changes produce no reinforcement, the chances are lessened that the behavior will recur **3. Social Learning Approach** Gives prominence to the reciprocal interactions between an individual's behavior and the environment **4. Cognitive Behavior Therapy** Emphasizes cognitive processes and private events (such as client's self-talk) mediators of behavior change **Guidelines:** **Identify the behavior** ➢ Which is harmful self ➢ Which is harmful to others ➢ Which is age inappropriate ➢ Which is not socially accepted ➢ Which is interfering with cleaning task or process 1.Violent and destructive behavior Tears books Break thing 2. Temper tantrum Rolls on floor Cricks excessively Scream 3. Misbehavior with other 4. Self-injury behavior 5. Repetitive behavior 6. Overactivity 7. Odd behavior 6. 8. Fear	teaching			What is the psychosomatic disorder?

		Place, objects, animals, and person **Criteria** **Intensity** Severity of the behavior **Frequency** Number of time occurrence of the behavior **Duration of the behavior** How long behavior has existed **Functional analysis of behavioral problems** **ABC Analysis** Following criteria for intensity, frequency and duration times of behavior **An** antecedent **B** behavior **C** consequences **Management** There are two types of management **Direct punishment** Ignore Timeout Response prevention Physical preparation Physical restriction Response cost Overcorrection				

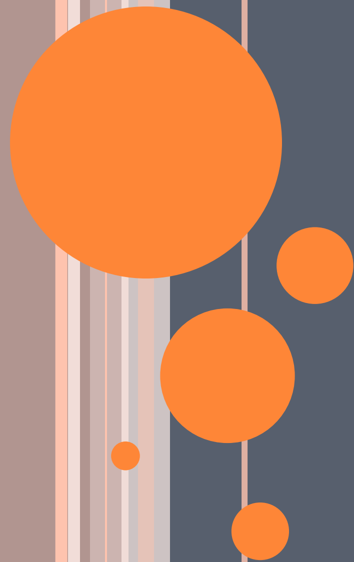
		Aversion Environmental manipulation There are two types of management **Non-direct punishment** DROI – differential reinforcement of incompatible behavior DRO- differential reinforcement of other behavior DRA – differential reinforcement of alternative behavior DRL- differential reinforcement of low rate of response **Therapeutic Techniques** Relaxation Training – to cope with stress Systematic Desensitization – for anxiety and Avoidance reactions Modeling – observational learning Assertion Training – social-skills training **Relaxation Training** –to cope with stress Aimed at achieving muscle & mental relaxation & is easily learned After learning, it is essential that clients practice exercises daily to obtain maximum results Jacobson (1938) credited with initially developing the progressive relaxation procedure Since it has been refined & modified, & frequently used in combination with a number of other behavioral techniques Systematic desensitization Assertion training Self-management programs Audiotape recordings of guided relaxation procedures, computer simulation programs, biofeedback-induced relaxation, hypnosis, meditation **Systematic Desensitization – for Anxiety and Avoidance reactions** Developed by Joseph Wolpe (one of pioneers of behavior therapy) Clients imagine successively more anxiety-arousing situations at the same time that they engage in a behavior that competes with				

		anxiety (I.e., relaxation) Gradually (systematically) clients become less sensitive (desensitized) to the anxiety-arousing situation This procedure can be considered a form of exposure therapy because clients are required to expose themselves to anxiety-arousing images as a way to reduce anxiety. reciprocal inhibition principle in a response incompatible with anxiety is made to occur at the same an anxiety providing stimulus. Then anxiety Is reduced by reciprocal inhibition. It involves three Stages Training the patient to relax Constructing with patient a hierarchy or anxiety-arousing situation (stimuli) The patient is advised to a signal whenever anxiety is produced with each signal he is asked to relax. After if you triad patient is able to control insanity **Modeling – Observational Learning** observe therapist, others in the group, of videotape models' or self Very powerful technique, especially for clients with severe skills deficits. The acquisition of new behavior by the processor imitation. In this form of treatment, the patient observes someone else carrying out an action which the patient currently find s difficult to perform. **Time-outs** The reinforcement is withdrawn for sometimes contingent upon the undesired response Response prevention Exposing the patient to the contaminating object Environmental manipulation Environmental manipulation is the way of influencing the client **Flooding** It involves exposing the patient to phobic object institution in a				

		non- the graded manner with no attempt to reduce anxiety. It is casually given in a non-graded, manner or reverse hierarchy. **Indication** Obsessive-compulsive neurosis Stammering Range it spacing situation Dysmenorrhea Homosexual **Therapeutic Techniques** **Assertion Training** –social-skills training It is designed to encourage direct but socially acceptance expression of thoughts and feelings by people who are shy or socially awkward. **Indication** Chronic depression Socially anxious person **Can be used for those** Who cannot express anger or irritation Whom have difficulty saying no Who are overly polite & allow others to take advantage of them Who finds it difficult to express affection & other positive responses Who feel they do not have a right to express their thoughts, beliefs, & feelings Who has social phobia A basic assumption is that people have the right (not the obligation) to express themselves **Shaping** The successive approximation to the required behavior with contingent positive reinforcement **Indication** Rehabilitation of physically handicapped children with				

		neurotic, Autism **Self-control techniques** Self-monitoring keeping daily records of the problem behavior and the circumstance in which it appears Self re-enforcement identifying stressor through stopping Self-evaluation making records of progress and it helps to bring about change **Summary** Till now we have discussed definition of behavioral problems, classification, etiology, clinical manifestation, diagnostic evaluation, behavioral modification techniques, etc **Conclusion** Behavioral problems among due to emotional disturbance or environmental maladjustments .so teachers should maintained the good environment and provide proper care to the school going children and maintain an intimate relationship with the child to prevent some of the emotional disturbance.				

Structured teaching programme on Behavioral problems



Behavioral problems

Behavioral problems are psychiatric problems, reactions and manifestations are resulting due to emotional disturbance or environmental maladjustment

Behavioral problems

- Problems of habit
- Problems of movements
- Conduct disorder
- Problems of toilet training
- Problems of sleep disorder
- Problems of speech disorder
- Problems of schooling
- Problems of psychosomatic disorder

Problems of habit

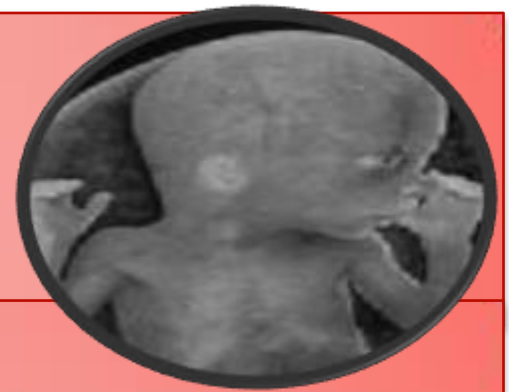
- Thumb sucking
- Nail biting
- Mud eating
- Hair plucking
- Stealing

Problems of habit
Thumb sucking

Definition

Thumb sucking is a habit disorder due to feeling of insecurity and tension reducing activities and attention, sucking in a normal reflex which is a soothing and calming effect for the child.

CAUSES



- Emotional insecurity
- Isolation
- Lack of stimulation
- Developmental causes
- Psychological causes
- Family causes

Management

- Parents should avoid excessive anxiety
- Encourage the child to relive fear
- Anxiety and others stress
- Meeting the emotional needs
- Reward techniques have to be used e.g appreciation, praising the child for constructive behavior

Nail biting

- **Biting the finger nail is one of the most common habits of childhood.**

CAUSES

- Parental neglect or separation
- Strict punitive parents and teachers
- Stress of examination
- Excessive fear
- Disharmony among parent
- Beloved or over protected child

Management

- Identification and removal of causes of tension
- Giving toys and healthy association with other children
- Punishment should be avoided
- Parents and teacher have to encourage the child to express true/open feelings
- Parents have to increase self confidence among children

Mud eating

- Mud eating is not always just a habit but it may be an adverse outcome of faulty rearing.

The child used to eat

- Dirt or clay
- Plaster or paint
- Paper or clothing
- Wood or pencils
- Talcum powder or tooth paste
- Cigarette ashes
- Animal dropping, graying, strings
- leaves hair

Causes

- Emotional factors
- Neglected child
- Disharmony among patients
- Beloved and over protected child
- Strictness of parents Strictness of teachers
- Loss or separation of a patient
- Birth of child
- Beginning school

COMPLICATIONS

- **Eating of hair lead to accumulation hair ball and thus intestinal obstruction**
- **Lead poisoning**
- **Iron and zinc deficiency**
- **Constipation**
- **Children more prove to get other addictive (alcoholism, over eating) and depression**

Treatment

- Explore the under lying emotional stress factors
- Careful evaluation and remedy
- Provision of proper food
- Adequate supervision and training

If the above measures fail

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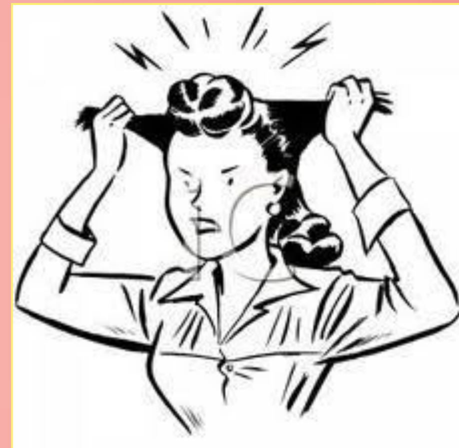

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- Young children have a natural desire to achieve what they want and with maturation they learn to respect the property of others.
- Thus in a preschool. Child , this act is normal development behavior while in a school – age child the act will be considered as stealing

Causes

- Dishonesty at home
- Insecurity
- Bad example from friends or others persons
- Revenge
- Anti social personality, poverty
- Treatment

 Domestic conflicts (particularly between the parents) must be resolved.

- Tell appropriate way getting what he wants and treat the child

Problems of movements

- **Temper tantrums**
- **Hyperactivity**

Problems of movements Temper tantrums

- Open resentment and displeasure of small children are expressed. Frequency in the form of dramatic out bursts, commonly called temper tantrums.
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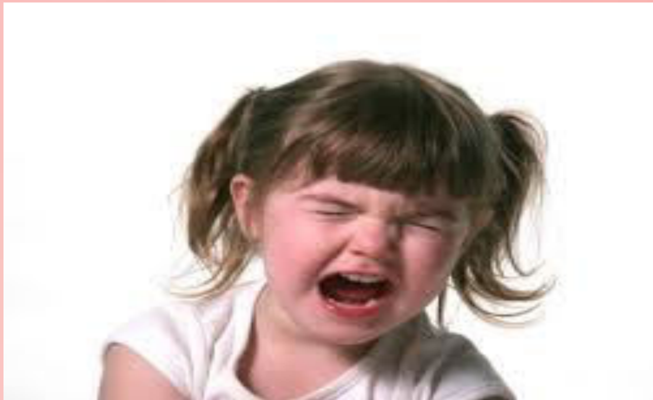

Etiology

- Personality of the child
- the period of resistance
- Irritativeness
- Insecurity
- Attitude of parents
- Parental inconsistency
- Other factors:
- Sibling jealously
- Heredity
- Physical illness
- Post natal trauma

MANAGEMENT

- Underling insecurity, over protection, over strictness
- The best way to treat tantrum is to ignore it. He should certainly not be given what he wan ted after the tantrum.

Hyper activity (attention deficit hyper activity disorder(ADHD)

- These children are suffer from a disease of hyper kinetic child syndrome or attention deficit disorder commonly characterized by
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CAUSATIVE FACTORS

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- 2.Destruction of property
- 3.Deceitfulness or theft
- 4.Serious violations of rules

Etiology

- Social deprivation
- Substance abuse
- Gang formation
- Early rejection by peers
- Harsh discipline
- Parental over stimulation or under stimulation
- Single parent home
- Separation from parents

Management

- Pharmacotherapy

- Cognitive behavioral therapy
- Individualized educational programming ,vocational training and remediation of languages and learning disorders.

COMPLICATIONS

- School failure
- School suspension
- Legal problems
- Injuries due fighting or retaliation
- Accidents
- Sexually transmitted disease
- Teenage pregnancy
- Prostitution
- Being raped or murdered
- Criminal activity
- Drug addiction
- Suicide or homicide

OPPOSITIONAL DEFIANT DISORDER

- **Children with oppositional defiant disorder show argumentative and disobedient behavior but un like children with conduct disorder respect the personal rights of other people.**

ETIOLOGY

- Parental problems (to harsh or inadequate) in discipline structuring and limit setting
- Identification by the child with an impulse disordered or aggressive parent who set role model for oppositional and defiant interactions with other people
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- **Involuntary passage of urine by children more than three years old .**

ENCOPRESIS

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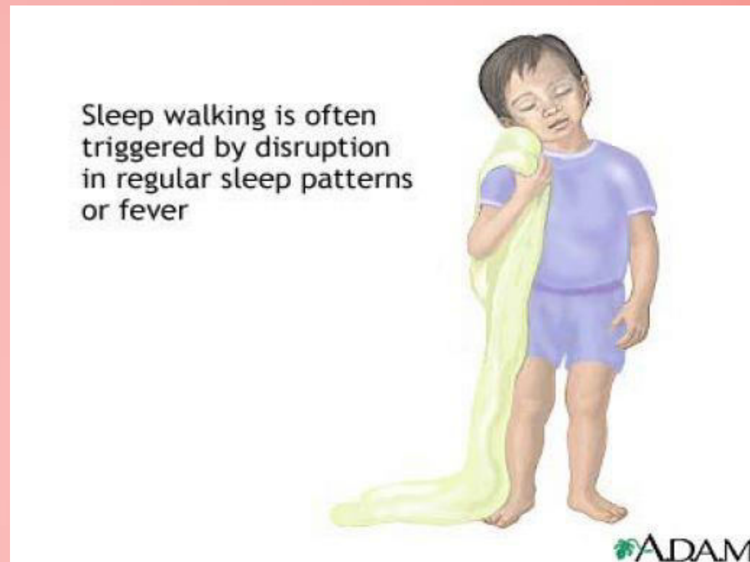
PROBLEMS OF SLEEP DISORDER
SLEEP WALKING(SOMANABULISM)

The disorder of sleep walking is characterized by the performance of motor activity initiated during sleep in which the individual may leave the bed and walk..

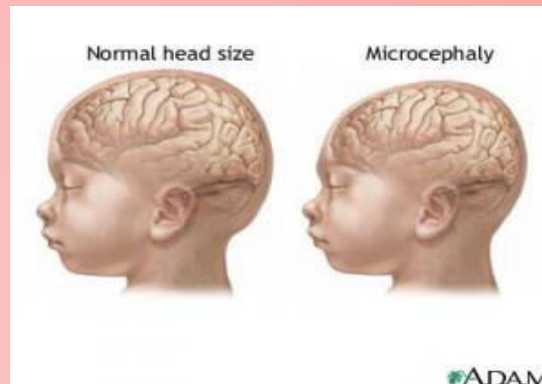


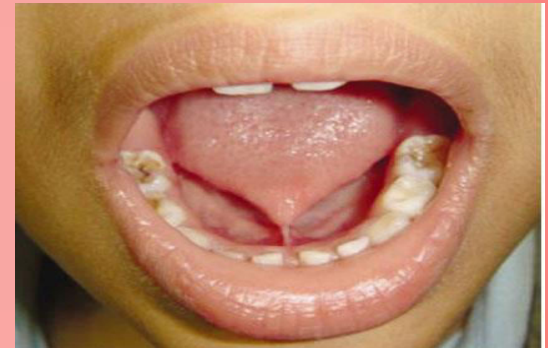
Problems of speech: Stammering

- Stammering is a disorder of speech rhythm and fluency caused by intermittent blocking convulsive repetition or prolongation of sounds,syallabus,words or phrases

Etiology

- Emotional
- Hereditary
- Local anomalies
- Anomalies of central nervous system





Treatment

- The parents should make the child realizes his speech was approved regardless of how he speaks.
- Individual psycho therapy
- Speech therapy needed

Voluntary mutism (elective mutism)

Mutism is the absence of articulate speech but when a mentally and physically sound child forced him self into mutism it is called as elective mutism or voluntary silence.

CAUSES

- Separation from the family
- Emotional trauma
- An attention seeking mechanism
- Anger reliving device

Problems of schooling
School phobia(school refusal)

- **The reluctance or fear of a child to go to school is seen in every family this is known as school phobia.**

Etiology

Problems at school

- Fear of a teacher
- Threats by classmates
- Discrimination on the basis of caste, religion or race
- Improper dress
- Fear of eating in school dining hall or going to toilet
- Transfer to a new school or class
- Prolonged absence from school

PROBLEMS AT HOME

- Feeling of in security
- Birth of a sibling
- Hospitalized of the mother
- Parental overprotection or neglect
- Worsening of family's finances
- Problems in the child
- Mental sub normality
- Burden of home work
- Anticipation of failure in exams
- Physical illness

PSYCHOSOMATIC DISORDER

Non organic head ache

Causes

- **School strict teacher ,incomplete home work scholastic backwardness .**
- **Family stress parental neglect ,over protection parentless child.**

Treatment

- Attention to possible stress at home at school
- Counseling both the parents
- Where it seems possible that the pain has arisen from muscular tension ,relaxation techniques may be useful

Recurrent psychological abdominal pain

- The condition usually presents in children aged between 5-12 years .

Reason

- Anxiety
- Stress

Treatment

- Teaching the child relaxation techniques.
- Provide more water

Thank You Teachers