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"A study to assess the knowledge of primary school teachers regarding selected behavioural problems among children in selected schools in Nadiad city with a view to develop an information booklet."

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ABSTRACT

Introduction:

In population Study, we can follow the occurrence of initial symptoms of selected behavioral problems which may such as ADHD, conduct disorder (Juvenile Delinquency, Aggression), Temper tantrum, which alters the mood and cause problems and interfere with academic performance of primary school children. A teacher plays most important role in early diagnosis of mental health problems. The school children spend most of the time with teachers in school, so teacher can detect metal disorder and provide direct class room teaching or class room setting or educational services to child. Teachers play influencing roll in the development of personality, listening to a child's problem is an important skill of teacher.[1]

Aim:

The main aim of this study is to Assess the knowledge of primary school teachers regarding selected behavioural problems among children.

Objectives:

1)To assess the knowledge of primary school teacher regarding behavioural problems in children.

2)To find out the association between knowledge score of primary school teachers with selected socio demographic variables.

3) To develop an information booklet regarding behavioral problems and their prevention among children.

Methodology:

The non-experimental descriptive research design was used for research study. The study was conducted on 100 Primary school teachers which were collected through convenience sampling technique at selected primary school of Nadiad city. The tool used for data collection was Self-administered structured Knowledge questionnaire to assess Knowledge of primary school teachers

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regarding selected behavioural problems among children.

Result:

The level of knowledge regarding behavioural problems among primary school teachers. Out of 100 primary school teachers, 01 (01%) of them had inadequate knowledge, 24 (24%) of them had moderately adequate knowledge and 75 (75%) of primary school teachers had adequate knowledge.

Chi - square analysis, which was used to bring out the association between the level of knowledge and demographic variables of the group.

The analytical report of the table explains the demographic variables (age, religion, education qualification etc..) obtained x^2 value below the level of tabulated value at the level of 0.05, so there is no significant association. Demographic variables (gender and subject taught) obtained x^2 value above the level of tabulated value at the level of 0.05, so there is significant association.

Conclusion:

We have selected primary school of Nadiad city to assess the knowledge of primary school teachers regarding selected behavioural problems among children. Out of 100 primary school teachers, 01% of them had inadequate knowledge, 24% of them had moderately adequate knowledge and 75 % of primary school teachers had adequate knowledge.

Key words:

Assess, Knowledge, Behavioural disorder, Primary school teachers.

INTRODUCTION

School age is the period between 6-12 years, this is the most precocious period of life. A child is an important asset to the family, society and nation, it is a precious gift, and has a lot of potential within. The child can be the best resource for a nation if developed and utilized well.[2] The school years are a time of new achievements and new experience.

Children are continuously learning how to manage their emotions and confirm to the behavioural expectations of the world around them. Therefore, children will sometime express their emotions or try to achieve their goals in ways that may be challenging to others as they may lack understanding of the meaning of their expression, or the effect action may have on others.[3]

Changes in life due to modernization, advance in science and technology and communication system etc. put considerable stress on every individual and more so on children. The young people today, face significant stress in their lives and may go through their youth without the significant problem being manifested. However, nearly one in five children's and adolescent will have behavioural disorders and at some time in their young lives, regardless of the geographical factors or socioeconomic status[4].

The etiological factor for mental health problems of children is usually biological factors, genetic risk factors, family relationship risks, experiential risks, and social environmental risk factor. A number of specific biological factors are associated with behavioural and developmental problems; mainly they contribute to behavioural and emotional difficulties. Parental exposure to alcohol, tobacco smoke and drugs also has been found to have an impact

on neurocognitive process and is associated with a variety of behavioural problems. Hyperactivity and temper tantrum behaviours seen in children as young as 3 years old serve as significant predictive factors for later behavioural disturbance both in the home and school settings. Several mental health disorders have increased in past decades but, temper tantrum and attention deficit hyperactivity disorder are the most popular.[4]

Behavioural disorders typically develop in childhood or adolescence. While some behavioural issues may be normal children, those who have behavioural disorders develop chronic patterns of aggression, defiance, disruption and hostility. Their behaviour's cause problems at home and school and can interfere with relations with others. Children with behavior disorder may develop conduct disorders, ADHD (attention deficit hyperactivity disorders), conduct Disorder, Temper Tantrum.

Children with behavior disorders may throw frequent and extended tantrums, hurts themselves or others, get involved in criminal activities, lie, smoke use alcohol or drugs, openly be defiant, or engage in early sexual activity. They may skip or fail school. They also have a higher-than-average risk of suicide.

There is growing recognition that schools may play a significant role in producing psychopathology, especially due to the formative influences of school as well as pathological development. It therefore becomes imperative to view the school's system from the perspective of primary, secondary and tertiary prevention with reference to the child's mental health.[2]

There is an immense impact on young children's mental health. They enjoy a very important position in the formation of a healthy mind in then as reported by UNESCO. There are almost 43 million teachers around the world at the primary and secondary levels. The size alone of the teacher's population is of public health significance.[2]

A study conducted in National institute of Mental health and Neurosciences, Bangalore resulted that all behavioural emergencies in the state of Gujrat and Andhra Pradesh which together accounts for more than 15% India's population. A total of 40,541 cases of Behavioural emergencies were recoded, in which most victims from poor socioeconomic status (93%), rural area (74%) and backward case (43%).[5]

Generally, the prevalence rate of behavioural problems among children about 2% to 6% among this conduct disorders rate is 8% to 9%, emotional disorders rate is 3% in children.[6]

Children behavioural Problems are Serious and may have indirect effect in child's life in future if not taken care of fast. The growing years of child are perhaps the most difficult a family ever has. It is necessary to differentiate between mischievous children and child behavioural problems in children. However, at the proper time may help to solve this problem.

The purpose of the study is assessing the knowledge and provide information to primary school teachers about behavioural disorder in children.

Objectives:

1)To assess the knowledge of primary school teacher regarding behavioural problems in children.
2)To find out the association between knowledge score of primary school teachers with selected socio demographic variables.

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3) To develop an information booklet regarding behavioral problems and their prevention among children.

Assumption of the study:

1)The primary school teachers may have adequate knowledge regarding behavioural problems in children.

2)The primary school teachers may have inadequate knowledge regarding behavioural problems in children.

3)There may be association between knowledge score of primary school teachers with selected socio demographic variables.

4) Development of information booklet based on the assessed knowledge regarding behavioural problems.

Materials and Methods:

Research Approach: This study adopts an Quantitative Approach

Research Design: A descriptive research design Was used

Research Variables:

- Demographic variable: Age, Gender, Religion, Educational Qualification, Year of experience, Type of family, Marital status, Number of children, Subject taught, Have you attended any training regarding Behavioural problems?
- Research variables: knowledge of primary school teachers.

Population: The study focuses on Primary school teachers in Selected School of Nadiad city

Setting of the Study: The research study was conducted in Selected primary schools in Nadiad city.

Target Population: In research study Target Population Consisted of Primary school teachers in Selected School of Nadiad city.

Sampling Technique: The sample was selected through Convenience Sampling technique

Sample Size: In sample consist of 100 primary school teachers at Nadiad city.

Sampling Criteria:

INCLUSION CRITERIA:

- Primary school teachers who are willing to participate in the study.
- Teachers who are teaching from 1 to 7 std only included.

EXCLUSION CRITERIA:

- Primary school teachers who are not willing to participation in the study.
- Primary school teachers who are not available at the time of data Collection.

Tools for Data Collection:

- ✓ Section-A Demographic data
- ✓ Section-B Self-administered structured Knowledge questionnaire

Procedure for Data Collection:

The Convenience Sampling technique was used in data collection. Demographic data and self-administered structured questionnaire on behavioural problems in children are included. Data analysis was done mainly using descriptive statistics. The process of validity was done between 20/2/23 to 15/3/23. Data collection tool send to 5 experts for the content validity. The process of reliability was done after the validity. Tool was modified from 5 experts. The score of reliability was 1 so the study was feasible to conduct.

Result:

Section I: This section deals with analysis of distribution of sample characteristics according to demographic variables of participation.

Table 1 Frequency and Percentage Distribution Variables among Primary School Teachers

SR. NO.	DEMOGRAPHIC VARIABLE	FREQUENCY	PERCENTAGE
1	**Age**		
	a. Less than 30 years	13	13
	b. 31 – 40 years	54	54
	c. 41 – 50 years	22	22
	d. Above 51 years	11	11
2	**Gender**		
	a. Male	17	17
	b. Female	83	83
	c. Transgender	00	00
3	**Religion**		
	a. Hindu	35	35
	b. Muslim	02	02
	c. Christian	61	61
	d. Others	02	02
4	**Educational Qualification / Type of Family**		
	a. Nuclear Family / B.A	25 / 21	25 / 21
	b. Joint Family / M.A	79 / 79	79 / 79
	c. B. Ed.	59	59
	d. M. Ed.	03	03
5	**Year of Experience**		
	a. Less than 03 years	13	13
	b. 04 – 06 years	17	17
	c. 07 – 10 years	12	12
	d. Above 10 years	58	58

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7	**Marital Status**		
	a. Married	80	80
	b. Unmarried	17	17
	c. Divorced	02	02
	d. Widow / Widower	01	01
8	**Number of Children**		
	a. None	35	35
	b. 01	35	35
	c. 02	29	29
	d. Above 3	01	01
9	**Subject Taught**		
	a. Language	64	64
	b. Science	11	11
	c. Maths	16	16
	d. Other	09	09
10	**Have you attended any training regarding Behavioural problems?**		
	a. No	61	61
	b. Yes (Source of Information)	39	39

Table 1 shows that out of 100 samples of Primary school teachers were belonging as 13 (13%) to less than 30 years of Age, 54 (54%) to the age group between 31 – 40 years, 22 (22%) to the age group between 41 – 50 years and 11 (11%) to the age group above 51 years. Regarding Gender, majority were females with 83 (83%) and 17 (17%) were males. Regarding Religion, majority were Christian with 61 (61%), 35 (35%) were Hindus, 02 (02%) were Muslim and 02 (02%) were from other religion. Regarding Educational Qualification, 59 (59%) had studied B. Ed., 25 (25%) had studied B. A., 13 (13%) had studied M. A. and 59 (59%) had studied B. Ed. and 03 (03%) had studied M. Ed. Regarding Year of Experience, 58 (58%) were of Above 10 years, 17 (17%) were of 04 to 06 years, 13 (13%) were of less than 03 years and 12 (12%) were of 07 to 10 years. Regarding Type of Family, 79 (79%) were belonging to joint family and 21 (21%) were belonging to nuclear family. Regarding Marital Status, 80 (80%) were married, 17 (17%) were unmarried, 02 (02%) were divorced and 01 (01%) was widow. Regarding Number of Children, 35 (35%) had None, 35 (35%) had 01 Child, 29 (29%) had 02 Children and 01 (01%) had above 03 children. Regarding Subject Taught, 64 (64%) were teaching language (Gujarati/ English/Hindi), 16 (16%) were teaching maths, 11 (11%) were teaching science and 09 (09%) were teaching other subjects. Have you attended any training regarding Behavioural problems? 61 (61%) said no and 39 (39%) said yes.

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Section II: This Section deals with analysis and assessment of knowledge regarding selected behavioural problems Among Primary School Teachers.
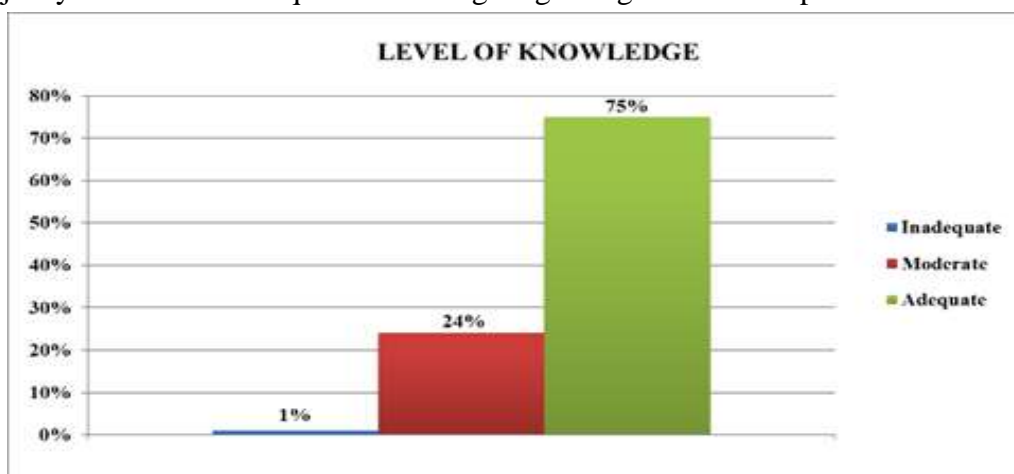
Table: 2 Frequency and Percentage Distribution of Knowledge among Primary School Teachers

LEVEL OF KNOWLEDGE	FREQUENCY	PERCENTAGE
Inadequate	01	01
Moderate	24	24
Adequate	75	75
Total	100	100

	MEAN	STANDARD DEVIATION	RANGE
Level Of Knowledge	23.71	4.075	25

Table 2 shows the level of knowledge regarding behavioural problems among primary school teachers. Out of 100 primary school teachers, 01 (01%) of them had inadequate knowledge, 24 (24%) of them had moderately adequate knowledge and 75 (75%) of primary school teachers had adequate knowledge. It is inferred that among the primary school teachers majority of them had adequate knowledge regarding behavioural problems.

Section III: This section deals with analysis and assessment of Association Between The knowledge among primary school Teachers with Their selected Demographic variable

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SR. NO.	DEMOGRAPHIC VARIABLE	LEVEL OF KNOWLEDGE			χ^2
		Inadequate	Moderate	Adequate	
1	**Age** a. Less than 30 years b. 31 – 40 years c. 41 – 50 years d. Above 51 years	 00 01 00 00	 01 13 06 04	 12 40 16 07	3.82 DF = 6 NS T = 12.59
2	**Gender** a. Male b. Female c. Transgender	 01 00 00	 06 18 00	 10 65 00	**6.68** **DF = 2** **S** **T = 5.99**
3	**Religion** a. Hindu b. Muslim c. Christian d. Others	 00 00 01 00	 09 00 14 01	 26 02 46 01	2.09 DF = 6 NS T = 12.59
4	**Educational Qualification** a. B. A. b. M. A. c. B. Ed. d. M. Ed.	 00 00 01 00	 08 01 15 00	 17 12 43 03	4.54 DF = 6 NS T = 12.59
5	**Year of Experience** a. Less than 03 years b. 04 – 06 years c. 07 – 10 years d. Above 10 years	 00 01 00 00	 05 01 04 14	 08 15 08 44	9.60 DF = 6 NS T = 12.59
6	**Type of Family** a. Nuclear Family b. Joint Family	 01 00	 04 20	 16 59	4.03 DF = 2 NS T=5.99
7	**Marital Status** a. Married b. Unmarried c. Divorced	 00 01 00	 22 02 00	 58 14 02	7.51 DF = 6 NS T = 12.59

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	d. Widow / Widower	00	00	01	
8	**Number of Children**				3.03 DF = 6 NS T = 12.59
	a. None	00	07	28	
	b. 01	01	10	24	
	c. 02	00	07	22	
	d. Above 03	00	00	01	
9	**Subject Taught**				**13.58 DF = 6 S T = 12.59**
	a. Language	00	15	49	
	b. Science	01	00	10	
	c. Maths	00	05	11	
	d. Other	00	04	05	
10	**Have you attended any training regarding Behavioural problems?**				3.40 DF = 2 NS T = 5.99
	a. No	01	18	42	
	b. Yes (Source of Information)	00	06	33	

The analytical report of the table explains the demographic variables (age, religion, educational qualification, year of experience, type of family, marital status, number of children and Have you attended any training regarding Behavioural problems?) obtained χ^2 value below the level of tabulated value at the level of 0.05, so there is no significant association. Demographic variables (gender and subject taught) obtained χ^2 value above the level of tabulated value at the level of 0.05, so there is significant association.

CONCLUSION:

Descriptive research design was conducted to assess the knowledge of primary school teacher regarding selected behavioral problem among children in selected school in Nadiad city, with a view to develop an information booklet.

The study consists of 100 samples that were selected on basis of non-probability convenient sampling technique the data analysis was done by calculating the mean, % standard deviation, and chi- square test. In that there was association between the knowledge among primary school teachers with their selected demographic variables gender& subject taught.

The study revealed that most of the primary school teachers have adequate knowledge regarding behavioral problem in children. However, few of their have inadequate knowledge.

The information booklet formulated after the research according to the finding of the research were provided to the primary school teachers which lead to effective strategy in bringing

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about change in knowledge of primary school teachers regarding behavioral problems in children among primary school teaches in selected school in Nadiad city. Teachers gains significant knowledge by the information booklet.

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