

A Study On Awareness Of Primary School Teachers On Behavioural Problems Of School Children With Special Reference To Ernakulam District

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Abstract: School is a platform for the growth of the children. A teacher play a crucial role in forming the behaviour of the children. Behavioural problem includes disorders that represent significant deviation from the normal behaviour. The root of the problem usually traceable at the home or school environment. Behavioural problems of school children can be managed and controlled by teachers. They can control it only if they have proper and significant knowledge regarding behavioural problems among school children. The study was undertaken with the general objective of study the awareness of primary school teachers on the behavioural problems of the school children in Ernakulam district. Specific objectives of the study are to know awareness of primary school teachers about symptoms and cause of behavioural problems among school children, to study socio demographic profile of primary school teachers, to study the awareness of primary school teachers about management of behavioural problem of school children and to study the awareness of most effective treatment for behavioural problems. The descriptive method of research was used to evaluate the primary school teachers awareness about behavioural problem of school children. In view of the nature of the problem and to accomplish the objectives of the study a structured questionnaire was prepared and administrated to 60 primary school teachers between 1- 7th standard from 10 primary school selected from seven taluk in Ernakulam district which include both private and government school on simple random technique. The present study revealed that behavioural problems are more common in school aged children and teachers had considerably moderate awareness regarding behavioural problems. So enhancement the awareness of behavioural problems is necessary.

Keywords: Behavioural problems, primary school teachers, Awareness.

I. INTRODUCTION

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 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 clearly be read in the face of its children. Children constitute nearly 40% of the more than 100 million population of the country .Out of this at least 10-12% in the age group ,of less than 18 years suffer from abnormalities of behavior and development . Child psychiatric problems are recognized as emerging public health issue throughout the world suggesting a global prevalence of approximately 20% behavioral problem are the commonest psychiatric problem among young children. Bhevioural problems in school children are common due to excessive stress, competitiveness, high parental expectation and consequent anxiety.

According to World Health Report 15% of children have serious emotional disturbance. Epidemiological study of child and adolescent . Psychiatric disorders conducted by ICMR indicated the overall prevalence of mental and behavioural disorder in Indian children 12.5%. Mental disorder account for 5 of the top 10 leading causes of disability in the world for the children above 5 years of age . Beside the increase in number of children seeking help for emotional problem, over the years, the type of problems has also under gone a tremendous change.

Teachers have an immense impact on young children's mental health. They enjoy a very important position in the formation of healthy mind in them 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 population is of public health significance. It is in this context the importance of a teacher becomes vital in safeguarding the mental health of children. This is especially true in the case of Indian situation where there is considerable shortage of mental health facilities for children. Teacher's perception is essential in planning and

implementing like skill education, mental health education, psycho social intervention and professional referral when necessary. School teachers, who spend majority of the child working hours interacting with them, observing them, have opportunity to identify changes in their behavior. In order to do this effectively, all teachers should have training to develop skill in positive relationship with children and their parents. If the teacher is well equipped with the knowledge of child development and interpersonal process, he or she will be able to play an important role in ameliorating the behavioral problem of children. A behavioral problem is a deviance from normal (acceptable) behavior. Beyond a point, to the extent behavioral problems can manifest themselves in many ways. There are interchangeable terms for behavior disorders- disruptive behavior disorder, conduct disorders, emotional disorders, and emotional disturbances. Warning signs of behavior disorders include: Harming or threatening themselves, other people, Damaging or destroying property, Lying or stealing, Not doing well in school, skipping school, Early smoking, drinking or drug use, Early sexual activity, Frequent tantrums and arguments, Consistent hostility towards authority figures. Children misbehave for a variety of different reasons. Children problems are often multi-factorial and the way in which they are expressed may be influenced by a range of factors including developmental stage, temperament, coping and adaptive abilities of the family, the nature and duration of illness.

II. REVIEW OF LITERATURE

Loades and Mastroyannopoulou (2010) conducted a study on 113 primary school teachers on identifying children with symptoms of a common emotional disorder and a common behavioural disorder, following which they were asked a number of questions regarding problem recognition and help seeking. The teachers were able to recognise the existence of a problem and rate its severity. They were significantly more concerned about a vignette of a child with symptoms of a behavioural disorder than an emotional disorder. The gender of the child was found to independently predict teacher's accurate recognition when a child had a problem. The study concluded that, teachers play an important role in recognizing the existence of a problem and rating its severity.

Adhikari, Upadhaya, Gurung and Luitel (2015) conducted an exploratory study in Nepal on the perceptions of parents', family members' and teachers' regarding child behavioural problems, strategies used and recommendations to deal with it. Results suggested that, addictive behaviour, not paying attention to studies, getting angry over small issues, fighting back, disobedience, and stealing were the most commonly identified behaviour related problems of children, with these problems seen as interrelated and interdependent.

A study was undertaken by Sharma (2003) with the aim of looking into the awareness of 212 teachers regarding psychological and behavioural problems in their students and to find out the type of problem present in the student. Out of the total 23,320 students covered in the study, 8999 (38.58%) were found to have some sort of psychological problem. 'Slow learners' were reported to be present by 77.83% of teachers in 4.98% of their students and suddenly degrading school performance was reported by 75% of teachers in 3.65% of students.

Garg, Pandiya and Ravindra, (2002) conducted a study at Vadodara to assess the knowledge of 60 Primary school teachers regarding selected common behavioural problems of children and to evaluate the effectiveness of structured teaching programme on selected common behavioural problems of children and to find out the association between pre test knowledge score and selected demographic variables. A one group pre test - post test pre experimental design and evaluative approach was adopted. The results of the study showed that in the pretest, primary school teachers had on average 49.40% knowledge regarding selected common behavioural problems of children and in post test, teacher's knowledge regarding selected common behavioural problems of children was 75.83%. The calculated "t" value (32.233) was more than the table value at 0.05 level of significance. Hence, this study concluded that structured teaching program was an effective tool to improve the knowledge of primary school teachers regarding selected common behavioural problems of children.

Margrot Prior, ShanyaVirasinghe and Diana Smart (2005) conducted a study on behavioral problems in Sri Lankan school children associations with socio economic status, age, gender, academic progress and religion. In this study 10 - 13 years children were included. The study concluded that Problem rates were higher in boys and were associated with lower socio economic status, religion and poorer academic performance. Lower socio economic status, religion and poorer academic performance affect the mental health of the children. So it may leads to behavioral problems among school children.

The study concluded that behavioral problems are common in children and these problems depend upon the living environment of the children. If they have proper environment then it will help to reduce the behavioral problems. Teachers and parents have great influence in this environment.

Bibou-Nakou, G.Kiosseoglou and A. Stogiannidou (2008) did a study on elementary teacher's perceptions regarding school behavior problem: implications for school psychological services. The study involved 200 elementary school teachers. The questionnaire was administered to assess casual attributions and goal directed behavior on part of teachers when dealing with classroom misbehavior problems.

The study concluded that misbehavior were significantly associated with teachers preferred practices and suggested that application of psychological principles to education practice should be included to improve the awareness of school teachers regarding behavioral problems

MATERIAL AND METHODS

OBJECTIVES

General objectives

A study on awareness of primary school teachers on behavioural problem of school children

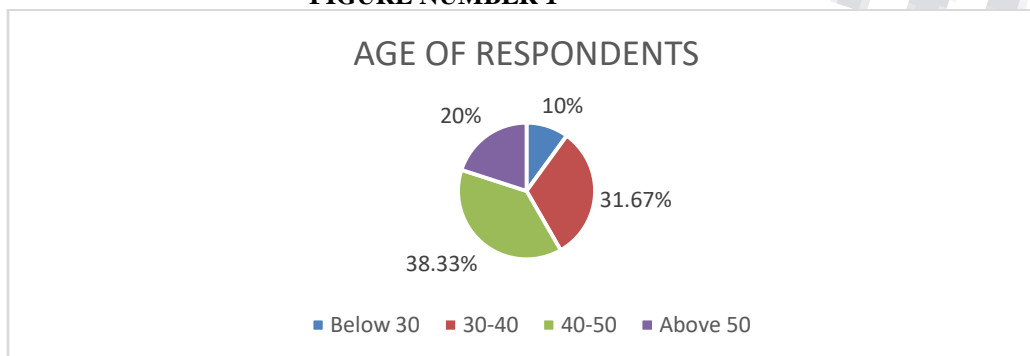
Specific objectives

- To study socio demographic profile of respondent
- To study awareness of primary school teachers about symptoms and cause of behavioural problems among school children
- To study awareness of respondent about management of behavioural problem among school children
- To study the awareness of respondent about the most effective treatment for behavioural problem among school children

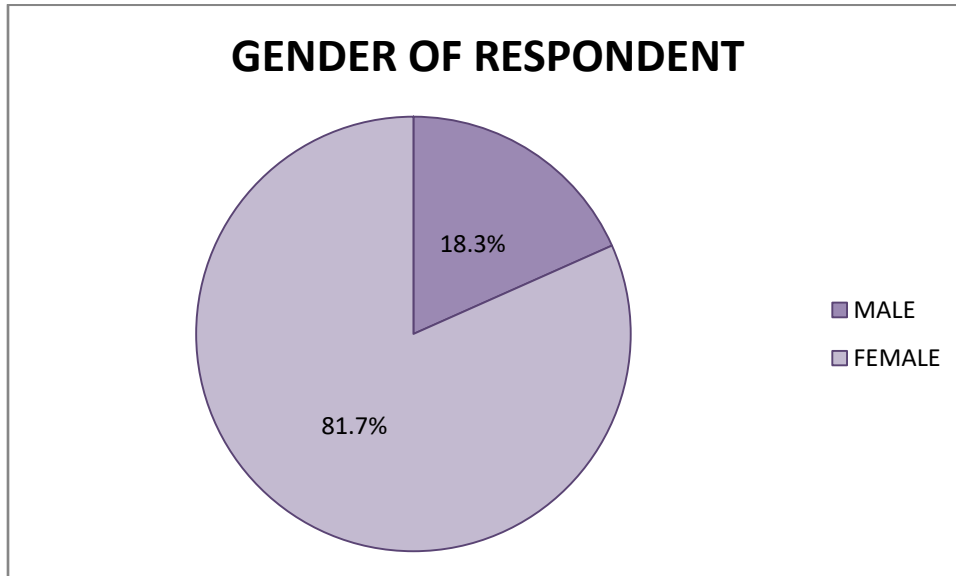
The descriptive method of research was used to evaluate the teacher's awareness about behavioural problem of school children. In view of the nature of the problem and to accomplish the objectives of the study a structured questionnaire was prepared and administered to 60 primary school teachers of 1st standard to 7th standards from 10 primary school selected from seven taluk in ernakulam district which include both private school and Government school. Simple random sampling technique is the strategy in which the researcher's knowledge of population and its elements are used to select a sample which is typical to representing the population. simple random sampling technique a type of probability sampling approach was found to be appropriate for the present study.

RESULTS AND DISCUSSION

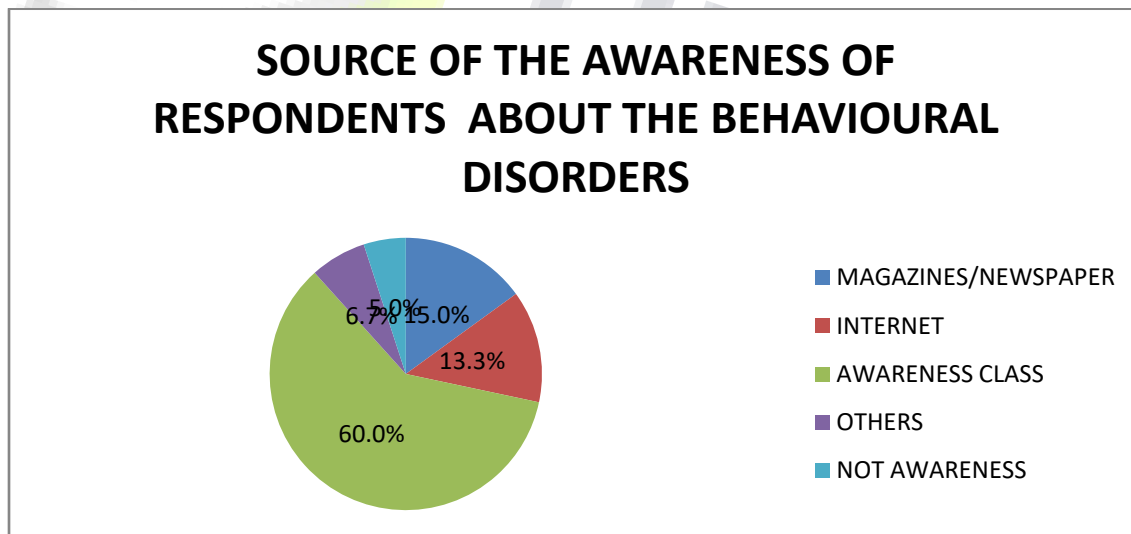
FIGURE NUMBER 1



The above figure shows that 38.33 % of respondent belong to 40-50 age group. 31.67% of the respondent belongs to 30-40 age. 20% of the respondent belongs to above 50. Only 10% belongs to below 30 age. The study of socio demographic profile of the respondent is starting with age because it is an important aspect of persons profile. The above figure shows most of the respondents are in the age group of 40-50.

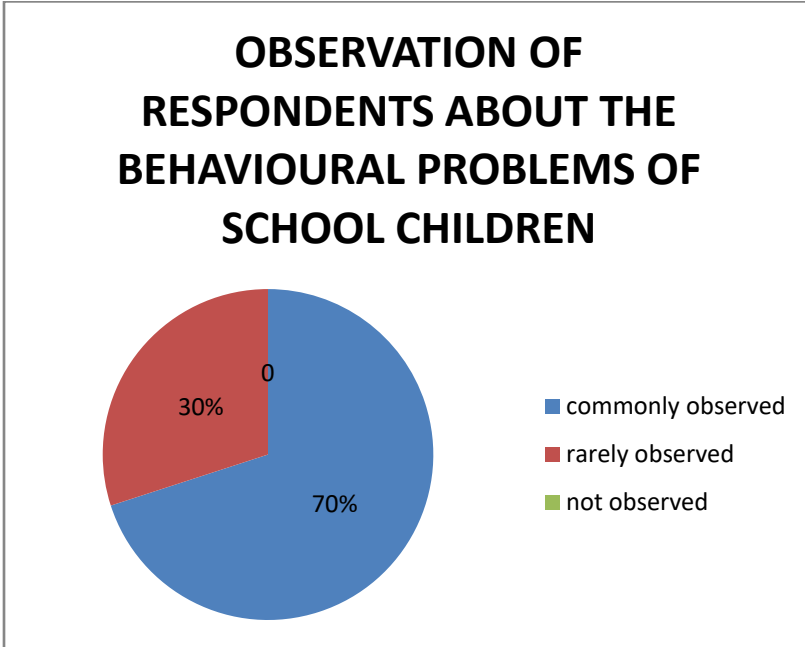
FIGURE NUMBER : 2


The above figure shows that 81.7% of the respondents are female and 18.3% of the respondents are male. It is observed from the above figure that female respondents are more in this study

FIGURE NUMBER : 3


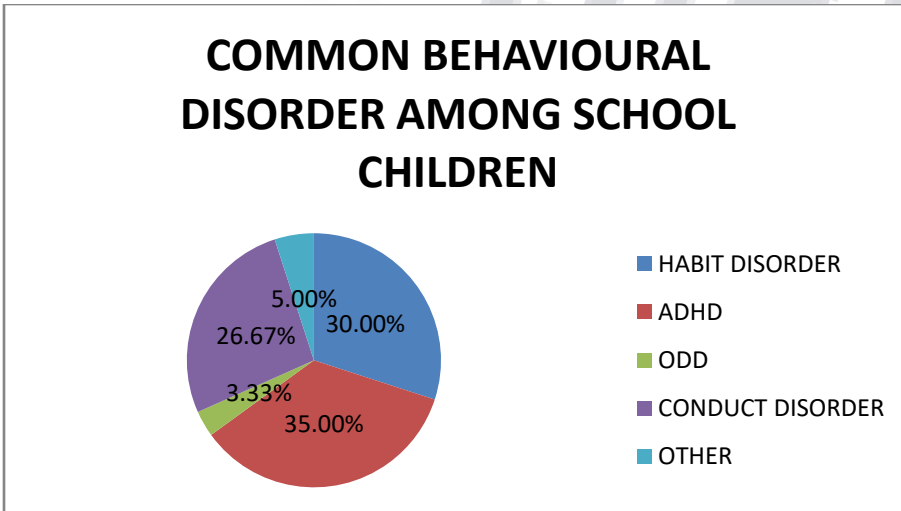
The above figure illustrates the source of the awareness of the respondents about the behavioral problems. It shows that 60% of the respondent got awareness about behavioral disorder from awareness class. 15% got awareness from magazines and newspaper 13.3% got awareness from internet, 6.7% got awareness from some other sources. Only 5% of respondents not aware about behavioural disorders. Most of the respondent got awareness from awareness class. Both Government and management school arrange workshop and seminar about behavioural problem during summer vacation. Above figure also shows reading habit of teachers are poor.

FIGURE NUMBER : 4



The above diagram shows that 70% of the respondents are commonly observed behavioural problems among school children. 30% of respondent are rarely observed behavioural problems among school children. Above diagram shows all the respondents observed behavioural problem that means behavioural problems are common in school aged children. So the teachers possess adequate knowledge regarding cause, symptoms, management and treatment for behavioural problems.

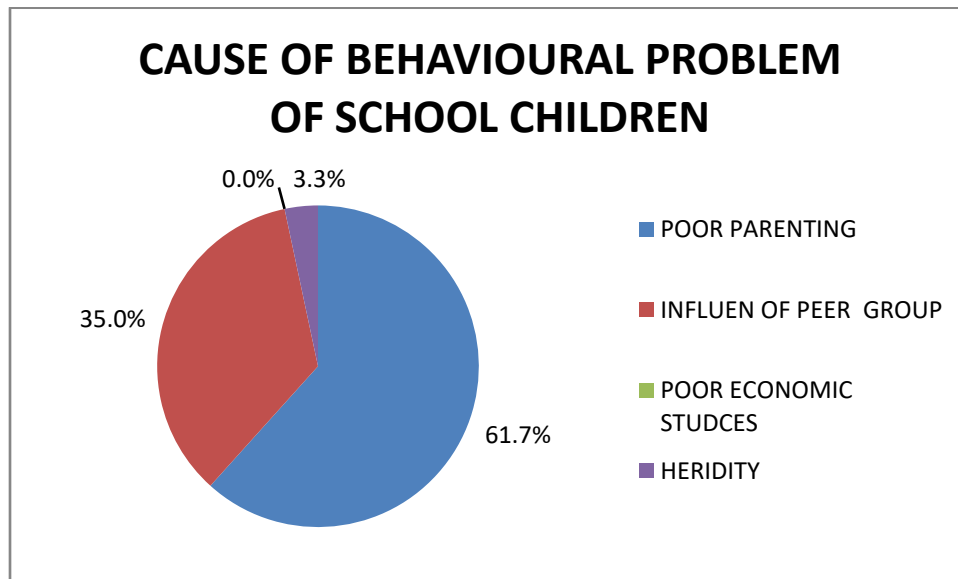
FIGURE NUMBER : 5



The figure shows that 35% of the respondents said that common behavioural disorder among school children are ADHD (Attention deficit hyperactivity disorder). 30% of respondents said that habit disorder is the common behavioural disorder. 26.7% of respondent said that conduct disorder is the common behavioural disorder among school children. Only 3.3% respondent said that ODD (Oppositional defiant disorder) are common behavioural disorder among school children. 5% of the respondents said

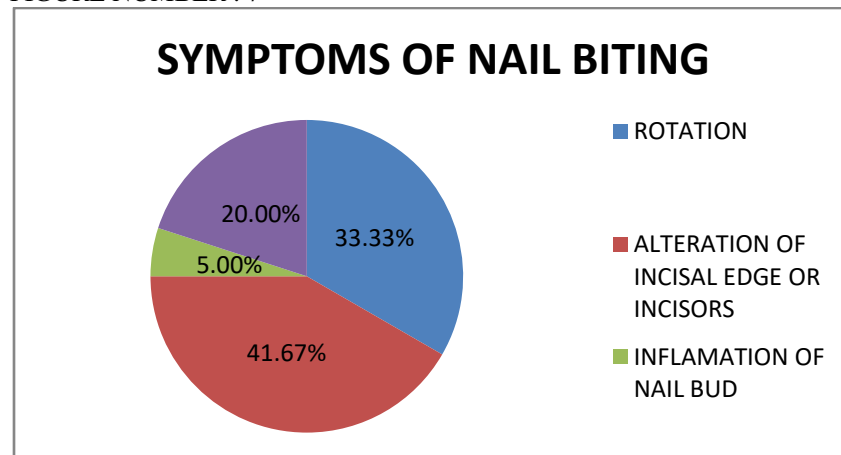
that some other behavioural disorder are common among school children. Most of the respondents said that ADHD is the common behavioural disorder. ADHD are 3 types. ADHD combined type is most common type of ADHD is characterized by impulsive and hyperactive behaviour as well as inattention and distractibility. Second most common behavioural disorder is habit disorder which include nail biting, thumb sucking, teeth grinding etc which adversely affect the children.

FIGURE NUMBER : 6



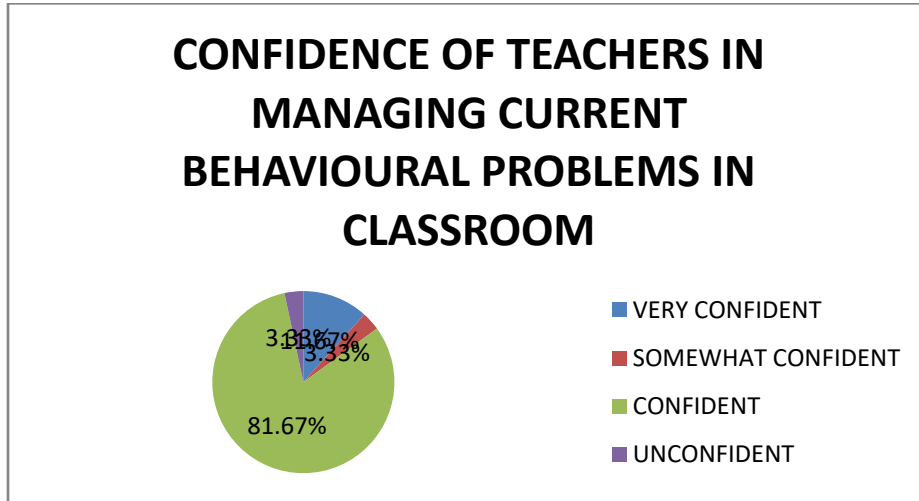
The above diagram shows that respondents response about cause of behavioural problem of school children. 61.7% of the respondents said that poor parenting is the cause of behavioural problems of school children. 35% of the respondents said that influence of peer group is the cause of behavioural problem of school children. 3.3% of the respondents said that heridity is the cause of behavioural problem of school children. Poor parenting is the one of the major cause of behavioural problems. respondents of the study said that parental education is necessary for reduction of behavioural problems among school children. A report by the National Association of Social Workers suggest that children in impoverished families often exhibit behavioural problems these children tends to be hyperactive and aggressive but in the present study none of the respondents said that poor economic status is the cause of behavioural problems.

FIGURE NUMBER : 7



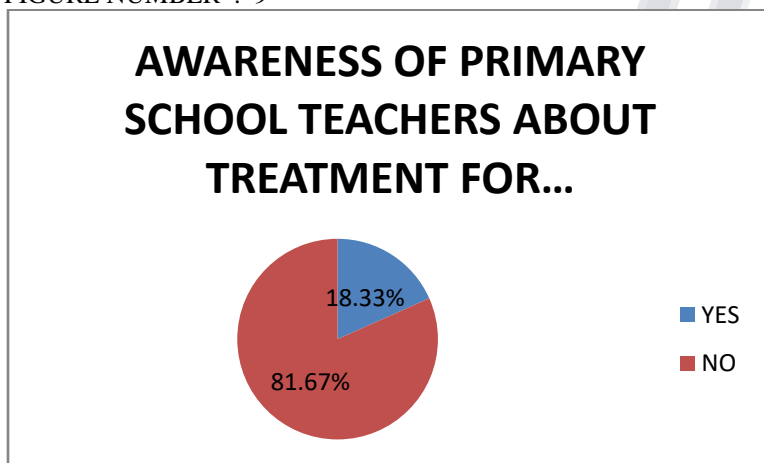
The above diagram shows that respondents response about symptoms of nail biting .41.67% of respondents said that alteration of incisal edge or incisors is the symptoms of nail biting. 33.3% Of respondent said that Rotation is the symptoms of nail biting.5% of respondents said that inflammation of nail bud is the symptom of nail biting. Only 20% Of respondent said that Rotation ,Alteration of incisal edge or incisors and inflammation of nail bud are the main symptoms of nail biting that means only 20% respondents clearly knows about symptoms of nail biting.

FIGURE NUMBER : 8



The above diagram shows that the respondents confidence in managing behavioural problem in classroom.81.67% of respondent are confident in managing current behavioural problems in classroom.11.67% are very confident in managing current behavioural problem. 3.33% are somewhat confident in managing current behavioural problems. Only 3.33% are unconfident in managing current behavioural problem. Most of the respondents have confidence in managing current behavioural problems.it is a positive sign.

FIGURE NUMBER : 9



The above diagram shows that awareness of respondents about treatment of behavioural disorder in school children .18.33% Of the respondents are aware about the treatment for behavioural disorder .81.67% of respondents are not aware about treatment for behavioural disorder .The present study reveals that most of the the respondents not aware about treatment of behavioural disorder. If the teachers are aware about treatment of behavioural problem they can inform parents about best treatments available

for behavioural disorder .Untreated children with behavioural disorder may grow up to dysfunctional adults . Generally the earlier the intervention ,better the outcome is likely to be.

III. SUGGESTIONS

- I. Conduct proper awareness programme regarding various behavioural problems of school children.
- II. Teachers should spend more time for communicating with the children
- III. The school management should properly plan and organize school curriculum for reducing the number of extra classes.
- IV. Teachers should actively listen the problems of children and solve their problems.
- V. Parental support should also need for the better handling of school children with various behavioural disorders.
- VI. Curriculum should be revised by incorporating syllabus regarding mental health.
- VIII. Individual attention should be given to each child.
- IX. Positive recognition should be given to the teachers on their activities in dealing with this kind of issues.
- XI. Cooperation of management, parents and teachers are essential for solving these behavioural problems of school children.

IV. CONCLUSION

India is a developing country with a large population a significant proportion of which are school aged children. Behavioural problem in this children are a matter of concern as the outcome can seriously impact their ability to become a useful citizen of tomorrow. Hence early identification and appropriate intervention would go a long way in helping these children lead fruitful lives. A teacher plays a crucial role informing the behavioural problem of school children can be managed and control by the teachers. They control it only if they have proper and significant knowledge regarding behavioural problem among school children. The present study reveals that teachers had moderate awareness regarding behavioural problems among school children. Sometimes the teachers are compelled to take two or more extra classes because of that the teachers can't able to concentrate the children with various behavioural disorder. Enhancement in the awareness of primary school teachers about behavioural problem is necessary. Result of the study suggest that greater effort must be made to provide teachers training specifically in the identification and management of children having behavioural problem.

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