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Research Article

A STUDY TO ASSESS THE KNOWLEDGE REGARDING SELECTED COMMON BEHAVIOURAL PROBLEMS OF CHILDREN AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS AT MANGALURU

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ABSTRACT

Behavioural problems can happen in children of all ages. Some children have serious behavioural problems. Sometimes, a child's behaviour can affect their development and interfere with their ability to lead a normal life. When behaviour is this much of a problem, it is called a conduct disorder. Younger children who behave disruptively and aggressively at home may be diagnosed as having 'oppositional defiant disorder'. Conduct disorder can cause a lot of distress to children, families, schools and local communities.

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INTRODUCTION

Conduct disorder (CD) is characterized by a pattern of behaviour that violates the basic rights of others or age-appropriate norms and rules of society. Conduct disorder can be extremely challenging for parents, teachers, and mental health professionals. Conduct disorder also exacts a high cost in terms of personal loss for children, families, and society.¹ (Bhatia MS, N K Dhar, Pub Med. 2006)

Conduct disorder is one of the most difficult disorders to treat because it is complex and requires carefully designed and coordinated treatment interventions aimed at multiple areas of functioning. Considerable resources are required to properly assess and implement an effective treatment plan for children with conduct disorder. Conduct disorder is one of the most frequently diagnosed disorders of childhood and adolescence. Currently, 2 to 6 percent, from 1 to 4 million children and adolescents in the United States have Conduct Disorder. A study done in Bangladesh has found that prevalence rates of Conduct disorder from 6 to 16 percent for boys and 2 to 9 percent for girls.² (Lad wig RJ, Khan KA J of socprev Nursing. 2007; 12(3): 210-12)

Conduct Disorder is caused mainly by society, especially by the family, parental rejection, harsh punishment, alcoholic or drug addict parents, and absent father. Children with conduct disorder will show aggressive behaviour that harms or threatens

other people or animals, destructive behaviour that damages or destroys property.² (Lad wig RJ, Khan KA J of socprev Nursing. 2007; 12(3): 210-12)

School teacher is the second mother to every child. So children listen to every point that 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. Behavioural problems are widely prevalent in any school children. Lying or theft, truancy or other serious violations of rules, early tobacco, alcohol, and substance abuse and precocious sexual activity.³ (CBS publishers and Distributors 1996. 10.2 – 12.8PP.)

Teacher can have an immense impact on young people's health as reported by UNESCO; there are almost 43 million teachers around the world at the primary and secondary level. Every day at least 5-6 hrs it is the school teacher who comes in contact with school children. If teachers are educated especially about physical and mental problems as early as possible and take remedial measures promptly. The quality of human resources of any country is largely determined by the quality of its child development services.⁴ (Jaypee Brothers, 1995.85)

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MATERIAL AND METHODS

A descriptive survey design was used for this study. The sample consisted of 100 adolescent girls who were studying in a selected primary school of Mangaluru. Ethical clearance was obtained from the institution ethics committee. Formal permission was taken by the authorities. Sample was selected variable under study was knowledge of primary school teachers regarding selected common behavioural problems. The demographic variables were age, religion, gender, education, marital status, no of children, type of family, and experience in years. With the informed consent to participate in the study the data was collected using structured knowledge questionnaire on selected common behavioural problems. Then the data was by non probability purposive sampling technique. The analyzed by using descriptive and inferential statistics.

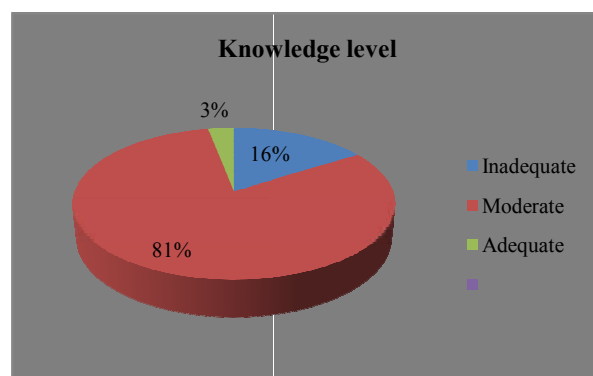
RESULT

Table 1 Frequency and percentage distribution of sample characteristics

n =100			
Sl No.	Demographic Variables	Frequency (f)	Percentage (%)
1	Age in year		
	25-30	34	34.0
	31-35	17	17.0
	36-40	20	20.0
	>40	29	29.0
2	Gender		
	Male	7	7.0
3	Female	93	93.0
	Religion		
	Hindu	51	51.0
	Christian	36	36.0
	Muslim	13	13.0
4	Any other	—	—
	Education		
	Post graduate degree	14	14.0
	Master degree	5	5.0
	B.Ed	31	31.0
5	T.ch	37	37.0
	Any other	13	13.0
6	Marital status		
	Married	65	65.0
	Unmarried	29	29.0
	Divorced	1	1.0
	Separated	2	2.0
	Widowed	3	3.0
7	No. of children		
	1-2	64	64.0
	3-4	3	3.0
	>4	0	0.0
	Nil	33	33.0
8	Type of family		
	Nuclear family	72	72.0
	Joint family	26	26.0
9	Extended family	2	2.0
	Experience in years		
	1-5	44	44.0
	6-10	17	17.0
	11-15	9	9.0
	>15	30	30.0

The findings of the study demonstrated that among 100 primary school teachers surveyed, regard to age most of them (34%) were in the age group of 25-30 years and majority (93%) were females. 51% of the primary school teachers were Hindu and 37% of them were having T.Ch education. 65% of them were married, 64% of them having 1-2 children. 72% of teacher

were in nuclear family and 44% of teachers were having 1-5 years of experience.



Graph 1 Classification of Respondents according to knowledge level regarding selected common behavioural problem of children

The findings of the study demonstrated that among 100 primary school teachers surveyed, this study showed that 81% of teachers had moderate knowledge, 16% of them had inadequate knowledge and remaining 3% had adequate knowledge.

Table 2 Association between demographic variables and knowledge level regarding selected common behavioural problems of children among primary school teachers.

SL NO.	Demographic variables	df	Chi-square value(x ²)	P value
1	Age in year			
	25-30	3	6.365	7.82
	31-35			
	36-40			
	>40			
2	Gender			
	Male	1	10.118*	3.84
3	Female			
	Religion			
	Hindu	2	4.291	5.99
	Christian			
	Muslim			
4	Any other			
	Education			
	Post graduate degree	4	6.446	9.49
	Master degree			
	B.Ed			
5	T.ch			
	Any other			
	Marital status			
	Married	4	8.317	9.49
	Unmarried			
6	Divorced			
	Separated			
	Widowed			
	No. of children			
	1-2	2	6.676	5.99
7	3-4			
	>4			
	Nil			
	Type of family			
	Nuclear family	2	8.823	5.99
8	Joint family			
	Extended family			
	Experience in years			
	1-5	3	5.282	7.82
	6-10			
	11-15			
	>15			

Table value 3.84; p< 0.05

There is a significant association between the knowledge and demographic variables i.e., Gender ($\chi^2_{(1)}=10.118$, table value $\chi^2_{(1)}=3.84$). There is no significant association with other demographic variables. Hence null hypothesis rejected value $\chi^2_{(1)}=3.84$. There is no significant association with other demographic variables. Hence null hypothesis rejected for other variables.

DISCUSSION

The frequency and percentage distribution of demographic characteristics primary school teachers showed that, regarding the age most of them (34%) were in the age group of 25-30 years and majority 93% were females and 51% of the teachers were belongs to Hindu religion, 37% of them were completed T.Ch education, 65% of them were in married, 64% of them have 1-2 children, 72% of them belongs to nuclear family, 44% of them have 1-5 experience in years.

The study findings are consistent with the finding of a survey conducted in England to determine the knowledge regarding behavioural problem in school children among primary school teacher. the percentage of distribution of sample showed that most of them 46% were between the 30-35 years and 30% of them were in the age group 25-30.

Knowledge level of primary school teachers regarding the selected common behavioural problems

The findings of the study demonstrated that among 100 primary school teacher surveyed, this study showed that majority of respondents (81%) had showed moderate knowledge level regarding the selected common behavioural problems of children, 16% of the samples had inadequate knowledge and only 3% of them had adequate knowledge. The finding of the present study is supported by survey conducted in Australia to knowledge of primary school teachers regarding the selected common behavioural problems. The findings revealed that 51% of the sample had an average knowledge regarding behavioural problems, 9% of the samples had good knowledge, and 37% of the samples poor knowledge and 3% of the samples had very poor knowledge, regarding behavioural problems

Association between Knowledge Regarding Selected Common Behavioural Problems among Primary School Teachers and Demographic Variables

Table value 3.84; $p < 0.05$

The finding of the study that there is a significant association between knowledge score and demographic variables, i.e. gender ($\chi^2=10.118$, $p=3.84$). The knowledge score is independent of all other variable, like age, religion, education, marital status, experience in year, number of children, and type of family. Hence thenull hypothesis is rejected and research hypothesis accepted for some variable such as gender. The finding of the present study is supported by study conducted in Kenya, on knowledge of primary school teachers regarding the selected common behavioural problems. The analysis revealed that the gender, experience and type of the family had association between demographic variables.

CONCLUSION

This study concluded that majority (81%) of the study sample had moderate knowledge on selected behavioural problems so it is advisable to provide educational programs for primary school teachers regarding conduct disorder

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