

A STUDY TO FIND OUT ASSOCIATION OF KNOWLEDGE AND SKILL WITH SELECTED DEMOGRAPHIC VARIABLE ON PRIMARY SCHOOL TEACHERS FOR IDENTIFICATION OF BEHAVIOURAL PROBLEMS IN PRIMARY SCHOOL CHILDREN OF SELECTED SCHOOLS AT BANGALORE.

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ABSTRACT

Childhood neuropsychiatric disorders have been increasing by more than 50% internationally to become one of the major reasons for morbidity and disability among children. It must be identified at early stages to reduce the burden of this disorder and may help in the better treatment of the severe conditions in these patients. Surveys reveal that parents are often more concerned about their children's behavior than about their physical well-being. 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 longer-term antisocial behaviors and mental health problems. True experimental design was used for the study with 2 groups one each for the experimental and control group. An evaluative research approach was used for the present study. The setting for the study was teachers of the schools. Multistage sampling was used for the present study. The sample size was 200 primary school teachers. The results conclude that there is no significant association between education level and knowledge level of primary teachers based on the given data but there is a significant association between education level and skill level of primary teachers based on the given data.

Key Words : behaviour problem, primary school teachers.

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INTRODUCTION

Changes in life due to modernization, advances in science and technology and communication system, etc. put considerable stress on every individual and more so on children. 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 and adolescents will have behavioral disorders and at some time in their young lives, regardless of geographical factors or socioeconomic status [K.C. Panda.].

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 behavioral and developmental problems; mainly they contribute to behavioral 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 behavioral problems. Hyperactivity and temper tantrum behaviors seen in children as young as 3 years old serve as significant predictive factors for later behavioral 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 [K Park 1995].

TITLE

A study to find out association of knowledge and skill with selected demographic variable on primary school teachers for identification of behavioural problems in primary school children of selected schools at Bangalore.

OBJECTIVES

1. To find out association of knowledge and skill with selected demographic variable

REVIEW OF LITERATURE

G Kaur et al 2017 conducted a study on A Study to Assess the Effectiveness of Structured Teaching Programmes on Knowledge Regarding Attention Deficit Hyperactive Disorder and Temper Tantrum Among Teachers Working in Selected Primary Schools, Tarn-Taran, Punjab Findings related to the assessment of pre-test knowledge regarding attention deficit hyperactive disorder and temper tantrum shows that 5 (8.3%) teachers had inadequate and 7 (11.6%) teachers had adequate and 48 (80%) had the moderate knowledge regarding attention deficit hyperactive disorder and temper tantrum. Findings related to the assessment of post-test knowledge regarding attention deficit hyperactive disorder and temper tantrum shows that 45 (75%) teachers had adequate knowledge, 10 (16.6%) teachers had the moderate knowledge and 5 (8.3%) teachers had inadequate knowledge regarding attention deficit hyperactive disorder and temper tantrum. Findings related to the effectiveness of structured teaching program regarding attention deficit hyperactive disorder and temper tantrum among primary school teachers depicts that, enhancement between the pre-test and post-test was 7.1 and obtained paired 't' test value was 21.5, it was highly significant at level less than 0.05. This shows the effectiveness of structured teaching program. Chi-square test revealed that there was a statistically significant association between knowledge of primary school teachers with their demographic variables.

Lindsay et. al, (2007) conducted a study in UK on Longitudinal patterns of behavioral problems in children with specific speech and language difficulties A sample of children with SSLD were 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. Study result revealed that there is a need for education on " care of child with behavioral problem".

Parthasarathy (1994) conducted a study on school teachers' knowledge, attitudes, and practices on childhood developmental and behavioral disorders in Singapore. 503 preschool teachers were evaluated. Most of them were aged 30-44 years with experience of 1 to 6 years. As a result, a pass rate in knowledge was achieved in 50% with an overall median total score of 50. Autistic spectrum disorder 6% attention deficit 68% and hyperactive disorder 32% last they concluded that this study demonstrated educational deficits in childhood developmental and behavioral disorders among our school teachers.

METHODOLOGY

True experimental design was used for the study with 2 groups one each for the experimental and control group. An evaluative research approach was used for the present study. The setting for the study was teachers of the schools. Multistage sampling was used for the present study. The sample size was 200 primary school teachers

RESULTS

To find out association of knowledge with selected demographic variable

Education level

	Excellent	Good	Average	Poor
High school diploma	5	8	5	2
Bachelor's degree	10	16	10	4
Master's degree	9	12	7	2
Doctorate or higher	6	4	3	2

ASSOCIATION WITH SKILL LEVEL

	Excellent	Good	Average	Poor
High school diploma	6	8	3	3
Bachelor's degree	12	16	8	4
Master's degree	9	10	4	7
Doctorate or higher	8	6	0	2

The results conclude that there is no significant association between education level and knowledge level of primary teachers based on the given data but there is a significant association between education level and skill level of primary teachers based on the given data.

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