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Effect of information booklet to primary school teachers on the identification of common behavioural problems among children at a selected school in Coimbatore

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ABSTRACT

An interventional study was conducted to assess the effect of information booklet to primary school teachers on identification of common behaviour problems among children, at Sri Ramakrishna Matriculation higher secondary school. One group pre testpost test pre experimental design was used to conduct the study. Using purposive sampling technique, 30 primary school teachers were selected for this study. Level of knowledge was assessed using a structured questionnaire before intervention. An information booklet was administered by the researcher to the teachers after the pre-test. Four days later, the level of knowledge was reassessed by using the same tool. The obtained data were analysed using paired 't' test. It was identified that, the mean pre-test level of knowledge regarding identification of common behavioural problems was 10.3 with a standard deviation of 3.368 and the post-test level of knowledge was 13.4 with a standard deviation of 2.307. The mean difference of pre-test and post test scores was 3.1. The calculated 't' value was 4.968, which was greater than the table value at 0.05 level of significance. The results revealed that administration of information booklet was an effective intervention in improving knowledge of primary school teachers on identification of common behaviour problems among children.

Keywords: Information booklet, Primary school teachers, Common behavioural Problems.

1. INTRODUCTION

“One good teacher in a lifetime may sometimes change a delinquent into a solid citizen”

- Philip Wylie

Behaviour is the way an individual reacts to a particular situation or experience. It is being influenced by a variety of social and environmental factors. Those factors include, parenting practices, parenting styles and parent-child interaction.

The term 'Behavioural Problems' generally refers to a range of Behaviours, from those which can be considered part of the expected developmental process, which when severe, can significantly interfere with the ability of children to learn and develop. Children's relationship with their parents is an important factor in the child's development. The Center for Community Child Health (2006) defines "Behaviour" as the way a person responds to a certain situation or an experience and that, Behaviour can also be influenced

by a range of social and environmental factors including parenting practices, gender, exposure to new situations, general life events and relationships with friends and their own siblings.

The beginning of the school is a critical period marked by a change in children's environment at a time when their cognitive and social capabilities also are changing. The child's readiness for school is an example of connection between impressions of developmental processes and the optimal timing of entry into formal school environments (Huffman, 2000).

The child's 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 family and the nature and duration of stress. This range of disorders may be caused by a number of factors such as parenting styles which is inconsistent or contradictory, family or marital problems, child abuse or neglect, overindulgence, injury or chronic illness, separation. Conduct disorder in children and adolescents may be expressed in the form of any of a range of diverse behavioural patterns, from the frequent and intense temper tantrums and persistent disobedience of the difficult child to the delinquent's serious acts of aggression, such as theft, violence and rape. (Patient plus, 2016).

Once teachers look objectively at root causes for the children's actions, there are many things that can be done to turn the behaviours around. Often the cause will help determine how the child can be helped to cope. If a child is having difficulty in a class, helpful ways to improve the classroom by meetings with teachers, extra help with homework, or even altering class schedules might be positive ways to counteract the frustration. Teachers should closely monitor students, and impose necessary Behavioural changes in them, but they are poorly trained for it (Yeldhose, 2010).

Around one in ten children under the age of 12 years are thought to have oppositional defiant disorder (ODD), with boys outnumbering girls. Some of the typical Behaviours of a child with ODD includes:

- Easily angered, annoyed or irritated and throwing temper tantrums
- Frequent argument with adults, particularly the parents
- Refusal to obey rules
- Seems to deliberately try to annoy or aggravate others
- Low self-esteem and low frustration threshold
- Seeks to blame others for any misfortunes or misdeeds.

Sagar & Sharan (2008) stated that, children below 16years of age make 40% of India's population & estimating the prevalence of mental disorders in children & adolescents is critical to providing the mental health services that they are in need. Community studies on behavioural disorders in children & adolescents conducted in India have yielded point prevalence rates of 2.6% to 35.6%. The prevalence rate of children between 6-12 years is 9.4%.

2. NEED FOR THE STUDY

Malhotra, Kohli, Kapoor & Pradhan (2009) conducted a study in Chandigarh to find out the prevalence of childhood & adolescent mental disorders. Stratified random sampling was used and 186 children between the age group of 4-11 years were selected. The Childhood Psychopathology measurement Schedule was used by the teachers, and parents to collect data. Twenty children out of 186 were identified to have problems. The baseline and mean age of the group was between 7.47 to 13.2 years.

Identification of common behavioural problems is a major challenge for teachers. Developing a structured plan for picking out and appropriately addressing behavioural problems can assist teachers in dealing with issues within the classroom and improve general behaviour which leads to an increase in academic success. Research suggests that children who display problematic behaviours need early intervention so that a disruption in the problematic behaviour pattern may be obtained, leading to healthier outcomes. When early childhood behaviours are not explored or attended to, there is a higher probability of later juvenile delinquency, substance abuse, and / or mental health concerns. Providing intervention at an early childhood level is important to prevent children's maladjustment at a later stage and to alleviate high personal and societal costs of delinquency, addiction, and mental health concerns (Rhule, 2005).

Studies from India have revealed the prevalence rates to be 12.5% in children less than six in Bangalore, 9.4% in 8-12 year old in Kerala, and 6.3% in 4-11 year old school children in Chandigarh.

A study was conducted by Priyesh (2011) on knowledge among school teachers on behavioural problems among children. A teaching program was conducted for teachers on specific behavioural problems. The study findings revealed that, the knowledge regarding behavioural problems in school children was improved through planned teaching. There was an association between the knowledge level and variables such as age, designation and years of experience of teachers. The study has also provided the importance of having a school health nurse, who would place more importance on preventive, promotive and curative care.

3. STATEMENT OF THE PROBLEM

Effect of Information Booklet to Primary School Teachers on Identification of Common Behavioural Problems among Children at a Selected School in Coimbatore.

4. OBJECTIVES

- Assess the knowledge of primary school teachers on identification of common behavioural problems among children.
- Assess the knowledge of primary school teachers on identification of common behavioural problems among children after administration of information booklet.
- To associate the level of knowledge of primary school teachers on identification of common behavioural problems with selected demographic variables

5. OPERATIONAL DEFINITIONS

- **Effect:** It refers to the change in knowledge of primary school teachers on the identification of behavioural problems among children as a result of the information booklet.
- **Information Booklet:** This refers to a systematically designed booklet by the investigators, to enhance the knowledge of primary school teachers on identification of behavioural problems. The information booklet contains aspects like definition of behavioural problems its causes, dyslalia, school phobia, bullying, lying, stealing, aggression, reading problems and their management, the information booklet also contains ten simple ways to improve children's behaviour.
- **Primary School Teachers:** It refers to those teachers who are involved in teaching children studying in classes from first to fifth standards.
- **Identification:** It is the process of finding out/picking out those children who are having behavioural problems.
- **Common Behavioural Problems:** These are symptomatic expression of a child, which disturbs the wellbeing of him/her, or of others. In this study the specific problems chosen were dyslalia, school phobia, bullying, lying, stealing, and aggression and reading problems.
- **Selected children:** This refers to children between the age group of 6-10 years.

6. HYPOTHESIS

H₁. There is a significant difference between pre and post-test level of knowledge among primary school teachers regarding identification of common behavioural problems.

H₂- There is a significant association between pre-test knowledge scores of primary school teachers regarding identification of common behavioural problems and selected demographic variables.

7. PROJECTED OUTCOME

This study will enable primary school teachers in easily identifying the common behavioural problems among children.

8. REVIEW OF LITERATURE

Loades and Mastroiannopoulou (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.

Varkey (2012) conducted a study on "Effectiveness of planned teaching programme on knowledge of primary school teachers regarding identification of emotional problems among children between six to ten years of age". The samples comprised of fifty primary school teachers in Bangalore. The structured questionnaire comprised of two sections, socio demographic data and

knowledge questionnaire on identification of emotional problems among primary school children. The study findings revealed that, planned teaching programme was effective in identifying emotional problems among primary school children.

9. MATERIALS AND METHODS

Research Approach

Quantitative research approach

Research Design

One group pre-test post-test, Pre Experimental Design.

Research Setting

The study was conducted at Sri Ramakrishna Matriculation Higher Secondary School, managed by a private organization located at Sidhapudhur in Coimbatore.

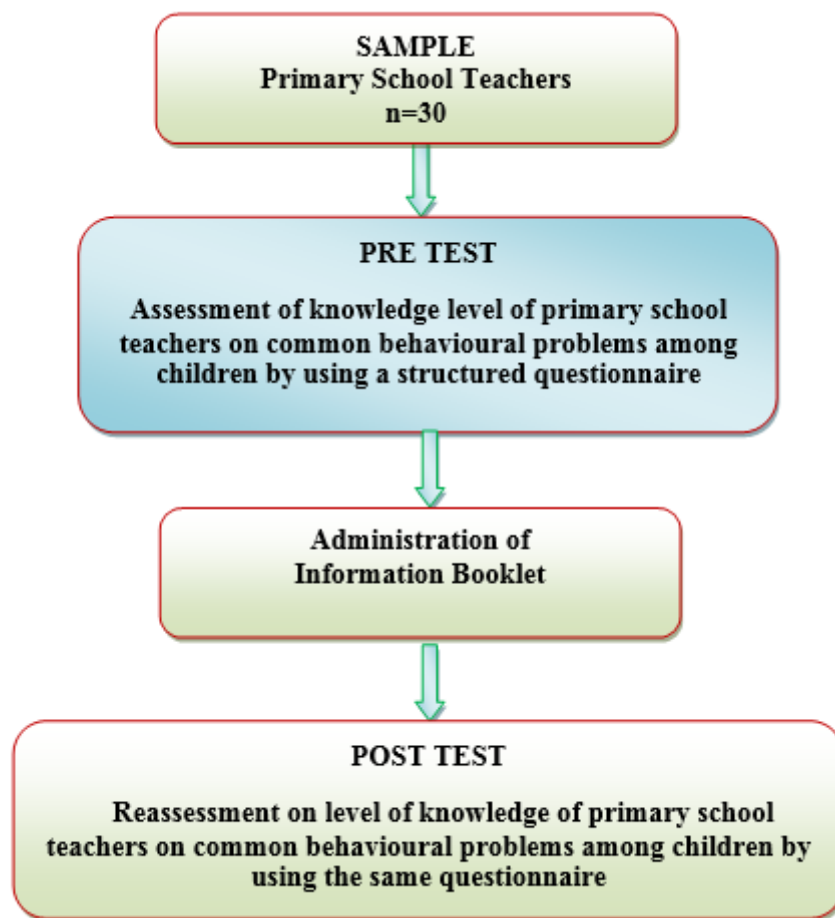


Fig: 1 Schematic Representation of Research Design

Population

The target population for the study were teachers involved in teaching the primary school children within the age group of 6-10 years. The accessible population were 30 primary school teachers working at Sri Ramakrishna Matriculation Higher Secondary School.

Sampling

The samples were selected by using purposive sampling method. All the 30 teachers who were handling the primary school children were selected for the study.

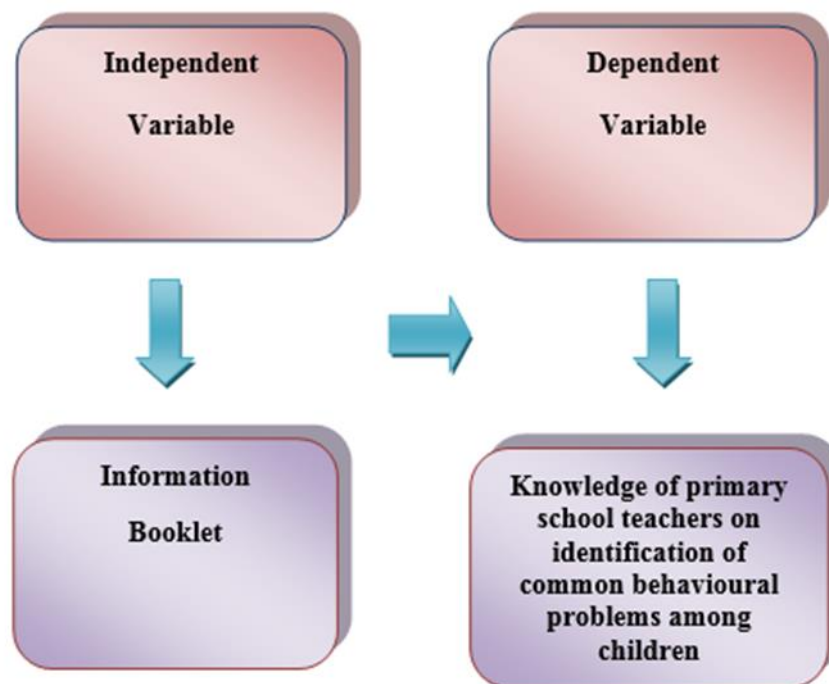


Figure: 2 Schematic Representation of Variables

Tool for Data Collection

The following materials were used for the study,

- Questionnaire on demographic profile of primary school teachers
- Questionnaire on identification of common behavioural problems

Questionnaire on Demographic Profile

Demographic data consisted of personal information about the teacher such as, age of the teacher, gender, qualification, total years of experience in teaching, years of experience of working in the current school, experience in attending any conference and workshop on behaviour problems among children.

Questionnaire on Identification of Common Behavioural Problems

It included, questions regarding types of common behavioural problems, parental causes of behaviour problem, and the remedial measures for children with behavioural problems.

Techniques of Intervention

Information Booklet: The Information booklet included aspects like, definition of behavioural problems, it's causes, dyslalia and management, school phobia and management, bullying, lying, stealing and its management, aggression, reading problems and its management, depression and ten ways to improve behaviour in children.

Procedure for Data Collection

The study was conducted at Sri Ramakrishna Matriculation Higher Secondary School, managed by a private organization located at Sidhapudhur in Coimbatore, for a period of 6 days. A structured questionnaire was used to assess the knowledge of primary school teachers on identification of common behavioural problems among children. As per the criteria for sample selection 30 samples were purposively selected. The pretest was conducted on 27.2.2017. An information booklet containing definition of behavioural problems, it's causes, dyslalia and management, school phobia and management, bullying, lying, stealing and its management, aggression, reading problems and its management, depression and ten ways to improve behaviour in children was administered on the same day. The post test was done on 4.3.2017 by using the same tool. The collected data were analyzed.

10. DATA ANALYSIS AND INTERPRETATION

The collected data were analysed using descriptive and inferential statistics.

Table: 1 Demographic Variables of School Teachers (n=30)

S. No.	Variable	Frequency	%
1	Age of Primary School Teachers		
	21-25	1	3.34
	26-30	9	30
	31-35	10	33.33
	36-40	10	33.33
2	Gender of School Teachers		
	Male	0	0
	Female	30	100
3	Qualification of School Teachers		
	Bachelor degree with B.Ed	11	36.67
	Master degree with B.Ed	9	30
	Others (B Lit..., MBE, BBM, B.ADPTT)	10	33.33
4	Total Teaching Experience of School Teachers		
	1-5 years	14	46.67
	6-10 years	10	33.33
	11-15 years	4	13.33
	16-20 years	2	6.67

The above table reveals that, 33.33% of school teachers were between the age group of 31 to 40 years. Majority (100%) of the teachers were females. Qualification of school teachers showed that, 36.67% of teachers had Bachelor degree with B.Ed. nearly half (46.67%) of teachers had 1-5 years of teaching experience.

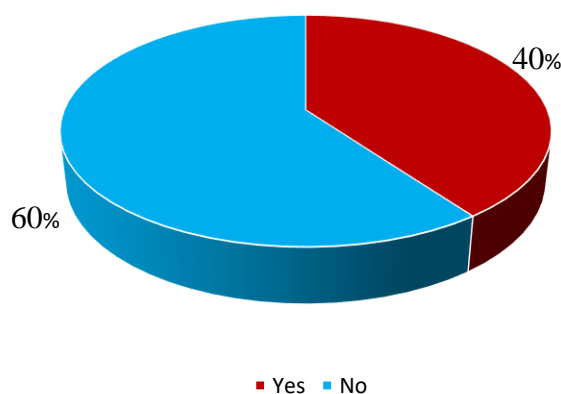


Fig: 3 Information on Behavioural Problems in the Past

The above figure reveals that, majority (60%) of the teachers had not received any information regarding behavioral problems in the past.



Fig: 4 Workshops or Conferences Attended on Behavioral Problems

The above figure shows that, majority (66.7%) of the teachers had not attended any conferences on behavioral problems.

Table: 2 Previous Training Regarding Identifying and Handling Children with Challenging Behaviours (n=30)

S. No	Previous Training regarding Identifying or Handling children with Challenging Behaviors	No of participants	
		Frequency	Percentage(%)
1	Yes	7	23.3
2	No	23	76.7

The above table depicts that,7(23.3%) primary school teachers had attended training programs on handling and identifying children with behavioral problemswhereas,23(76.7%) teachers had not received any training.

Table: 3 Level of Knowledge of Primary School Teachers Regarding Identification of Common Behavioural Problems among Primary School Teachers (n=30)

S. No	Level of Knowledge	No of participants	
		Frequency	Percentage (%)
1	Inadequate	4	13.3
2	Adequate	9	30
3	Good	17	56.7
4	Excellent	0	0

The above table shows that,17 (56.7%) primary school teachers had good knowledge regarding identification of common behavioural problems before administration of information booklet, 9 (30%) of the teachers had adequate knowledge and 4 (13.3%) teachers had inadequate knowledge. None of the teachers had an excellent knowledge regarding the same.

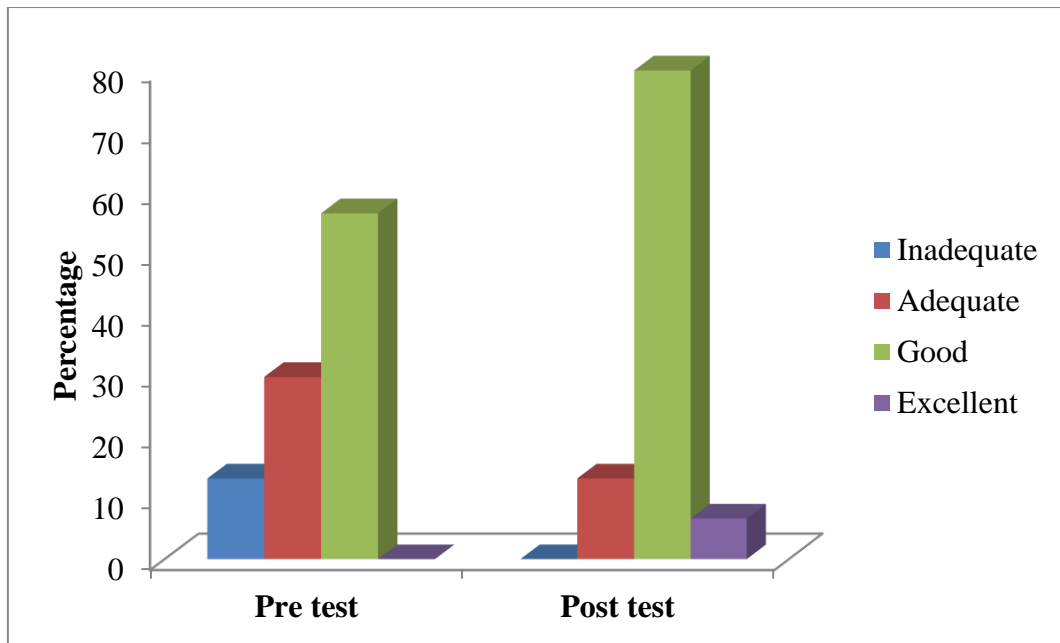


Fig: 5 Level of Knowledge of Primary School Teachers Regarding Common Behavioural Problems among School Children before and after Administration of Information Booklet

The above table shows that, 17 (56.7%) primary school teachers had good knowledge regarding identification of common behavioural problems before administration of information booklet, and none of the teachers had an excellent knowledge level regarding the same. After the administration of information booklet, the post test scores revealed that, among 30 teachers, 24 (80%) had good knowledge, 4 (13.3%) of the teachers had adequate knowledge and 2(6.7%) teachers had excellent knowledge. None of the teachers had inadequate knowledge on identification of common behavioural problems of school children.

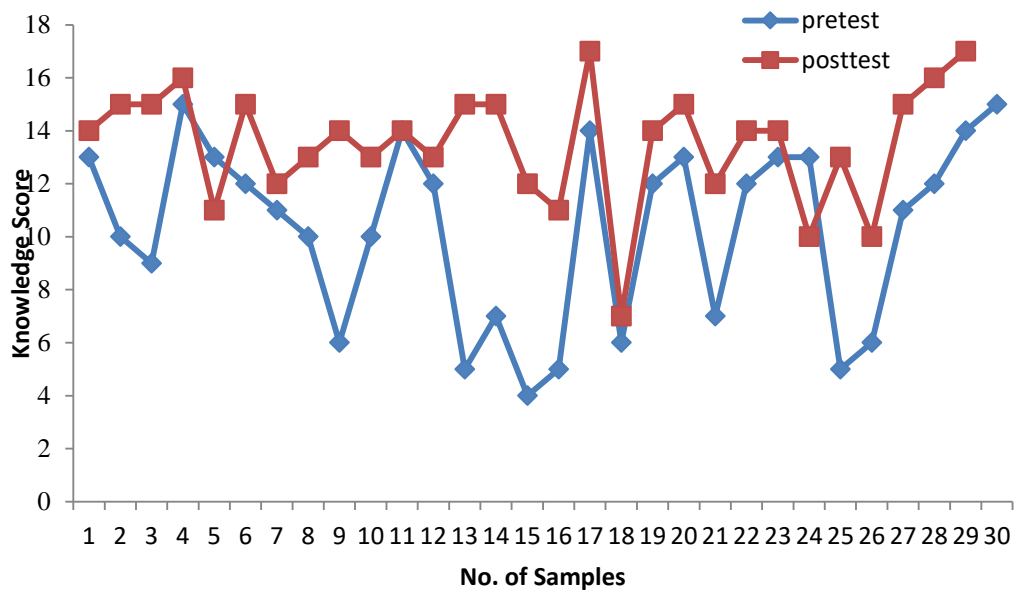


Fig: 6 Knowledge Scores regarding Common Behavioural Problems among Primary School Teachers before and after administration of Information Booklet

Table: 4 Effect of Information Booklet to Primary School Teachers on Identification of Common Behavioural Problems among Children

(n=30)

Test	Mean	Standard deviation	Mean difference	't' value
Before Intervention	10.3	3.368	3.1	4.968*
After Intervention	13.4	2.307		

*Significant at 0.05 level

The paired 't' test was used to test the effect of information booklet to primary school teachers on identification of common behaviour problem before and after administration of Information booklet. It was identified that, the mean scores before and after administration of information booklet was 10.3 and 13.4 respectively. Pre test and post test standard deviation were 3.368 and 2.307 and the mean difference was 3.1. Calculated 't' value was 4.968, which was greater than the table value at 0.05 level of significance. This shows that the intervention has influenced the level of knowledge on identification of common behavioural problems among primary school teachers and hence, the research hypothesis, "There is a significant difference between pre and post test knowledge among primary school teachers regarding identification of common behavioural problems" was accepted.

11. DISCUSSION

Thirty primary school teachers were selected for this study using purposive sampling technique. The level of knowledge regarding behavioural problems was measured using a structured questionnaire. Data revealed that, 56.7% primary school teachers had good knowledge regarding identification of common behavioural problems before administration of information booklet, 30% of the teachers had adequate knowledge and 13.3% teachers had inadequate knowledge. None of the teachers had an excellent knowledge level regarding the same. After assessing the level of knowledge regarding behavioural problem using the structured questionnaire, an information booklet was administered to the teachers by the researcher to each teacher. Post test was done four days later using the same questionnaire. The post test scores revealed that, among 30 teachers, 80% had good knowledge, 13.3% of the teachers had adequate knowledge and 6.7% teachers had excellent knowledge. None of the teachers had inadequate knowledge on identification of common behavioural problems of school children.

The mean pretest level of knowledge was 10.3 with a standard deviation of 3.368. The mean post test level of knowledge was 13.4 with the standard deviation of 2.307. Calculated 't' value was 4.968, which was greater than the table value at 0.05 level of significance. This shows that the intervention has influenced the level of knowledge and hence, the research hypothesis. "There is a significant difference in the level of knowledge regarding identification of behavioural problems before and after administration of information booklet to the primary school teachers" was accepted.

Chi square test was used to find the association between the level of knowledge regarding identification of common behavioural problems and selected demographic variables like age, gender, qualification, total teaching experience, information regarding behaviour problems in past, conference or workshops attended regarding behavioural problems and training regarding behavioural problems. It was found that, there was a significant association between the level of knowledge of primary school teachers and their educational qualification (at 0.05 level of significance).

It was also identified that, the other demographic variables like age, gender, total years of teaching experience, overall teaching experience in the current school, information on behavioural problems in the past, workshop or conference attended in the past, previous training regarding identifying and handling children with challenging behaviours had no significant association with the level of knowledge of primary school teachers.

12. CONCLUSION

The study findings revealed that, after administration of the Information booklet, the primary school teachers gained knowledge on identification of behavioural problems among children. Hence the researcher concluded that, all school teachers and also school health nurses can adopt this intervention in the clinical practice for the identification of children with common behavioural problems.

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