

A Study to Assess the Knowledge of High School Teachers Regarding Adolescent Behavioral Problems in Selected High Schools at Tumkur, With A View to Develop an Information Booklet

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Abstract—Background: In adolescents long-standing behavioral difficulties represent a more extended mental health problem. Many studies have revealed the extent of the problem, since the burden of mental health problems is maximum in young adults, the most productive section of the population the early detection and treatment is the only solution.

Aim: The overall aim of the study is to assess the knowledge of high school teachers regarding adolescent behavioral problems.

Objectives: Determine the existing knowledge of the high school teachers regarding adolescent behavioral problems. Find association of the level of knowledge with selected demographic variables of the high school teachers. Design and distribute an information booklet regarding adolescent behavioral problems among the high school teachers.

Findings: Findings revealed that a majority (83%) of the respondents was females, and 41% were in the age group of 31-40 years, 81% had been qualified with a B.Ed, 36% of the teachers had more than 11 years of experience and only 35% had undergone some form of in service education. The analysis of the knowledge scores revealed that a majority of the respondents (83%) had good level of knowledge.

Interpretation and Conclusion: A majority of the respondents (83%) had good level of knowledge on adolescent behavioral problems. A significant association was found between knowledge scores and age as well as years of experience ($p < 0.05$). A highly significant association was found between knowledge scores and in service education ($p < 0.001$), thus, supporting the hypothesis.

Index Terms—Adolescent Behavioral Problems; Knowledge; High School Teachers; Information Booklet.

I. INTRODUCTION

“Snow and adolescence are the only problems that disappear if you ignore them long enough.” Adolescence is a time of transition, an age when the person is not yet an adult, but is no longer a child, a unique age which occurs between 12 to 20 years. The developmental tasks that emerge during adolescence threaten the person’s defense. They can either stimulate new adaptive ways of coping or lead to regression and maladaptive coping responses. Old problems may interfere with the adolescent’s coping abilities, and environmental factors may help or hinder the adolescent’s attempts to deal with them. Previous coping skills if used successfully can promote healthy adaptation and integrated adult functioning. During adolescence major events occur and attempts are made to deal with them. This results in behavior uniquely “adolescent. Blobs described adolescence as a normative crisis, or a normal phase of increased conflict. He defined this developmental period as the second individuation process, the first occurring at age two years with a defining of one’s self. Adolescence individuation is more complex, leading one to self-definition. This is how he accounts for the rebelliousness and stages of experimentation that is characteristic of adolescents. To Erikson, adolescence represented an attempt to establish an identity within the social environment. He describes this stage of adolescence, identity versus identity diffusion. This stage is followed in young adulthood by the stage of intimacy versus isolation. He stressed that identity

must be established before intimacy can occur.¹ In adolescents, long-standing behavioral difficulties represent a more extended mental health problem. According to the WHO and UNICEF health report 2001, as many as 20% of children worldwide are suffering from behavioral problems, which could lead to serious public health problems. The WHO reported that 70% of premature adult deaths could be linked to negative adolescent behavior such as smoking and substance abuse.² The Youth Risk Behavior Surveillance system (U.S) conducted a national school-based survey of more than 16,000 students in 151 schools. The data revealed many threats to the health and well-being of teenagers, as follows:

- 46% of male students and 26% of the female students had been involved in at least one physical fight in the past year.
- 28% of the male students and 7% of female students carried a weapon at least once in the past month.
- 4% of students had missed one or more days of school in the past month because they felt unsafe at school or traveling to and from school.
- 72% of the male students and 54% of the female students participated in violent activity in the past week.

Each of these findings represents both an area of concern and an opportunity for health education and early intervention.³ According to the Population Projections of India for the years 1996- 2016 given by the Registrar General of India, there will be a massive increase of population in the 15-59years age group in just twenty years conducted in-depth interviews in Bangalore, Chandigarh, Patiala and Delhi with nearly 600 youngsters and found them entangled in a web of frustration, anger, withdrawal, and escapism. They found that 54% of all crimes committed in the country are by adolescents, more than 40% of all suicides occur in this age group.⁴ In an epidemiological study conducted at Bangalore, on the prevalence and pattern of psychological disturbance among school going children, it was reported that 18.3% of a sample of school children were categorized as “Disturbed” according to the results obtained on behavior rating scale.⁵

II. METHODOLOGY

The research methodology indicates the general pattern to gather valid and reliable data for the problem

under investigation. The present study was aimed to assess the knowledge of high school teachers on adolescent behavioral problems. This chapter deals with the methodology adopted for the present study. It includes the research design, setting of the study, population, sample and sample size, sampling technique, development of the tool, method of data collection and plan for data analysis.

III. RESULTS

The description of results is the eternity of a research project, which enables the researcher to reduce, summarize, organize, evaluate, interpret, and communicate numerical information. The term analysis refers to the computation of certain measures along with searching patterns of relationship that exist among data groups. so that patterns and relationships can be discerned. This chapter deals with the analysis and interpretation of the data collected from the 100 high school teachers in accordance with the objectives of the study.

Table 1: Distribution of High School Teachers according to Demographic Characteristics.

Sl. No.	Demographic variable	Frequency	Percentage
1.	Gender		
	Male	17	17
	Female	83	83
2.	Age in years		
	21-30	24	24
	31-40	41	41
	31-50-	21	21
	>51	14	14
3.	Educational Qualification		
	B.Ed	81	81
	M.Ed	04	04
	Others	15	15
4.	Years of Experience		
	1- 5	35	35
	6- 10	29	29
	>11	36	36
5.	In service education	35	35
	Yes	65	65
	No		

Table 1 shows the distribution of the high school teachers according to their demographic characteristics, wherein the majority (83%) were females, most of the teachers (41%) were in the age group of 31-40 years, it was observed that a large majority (81%) held a B.Ed degree. As per the years of experience 36% of the teachers had more than 11 years of experience, 35% of them had 1-5 years of experience and only 35% of the teachers had undergone in service education, whereas, the majority (65%) had not received any in service education. Percentage distribution of high school teachers according to their gender.

N=100

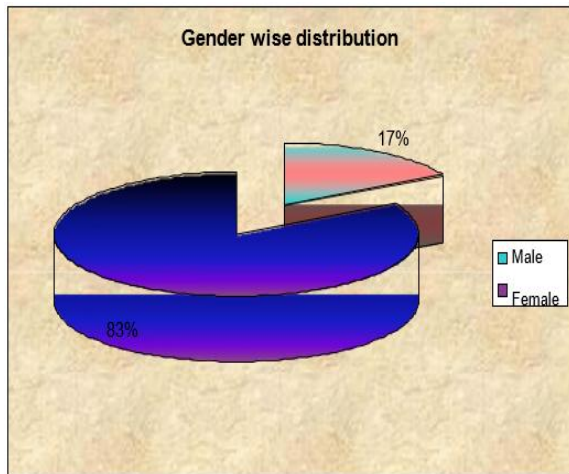


Table 2: Level of knowledge of high school teachers regarding adolescent behavioral problems.

Level of knowledge	Scores	Frequency	Percentage
Good	>70%	83	83
Average	40-70%	17	17

Assessment of the knowledge of the teachers regarding adolescent behavioral problems revealed that most of the teachers (83%) had a good level of knowledge, whereas the remaining 17% had average level of knowledge and none of them had poor knowledge. whereas the remaining 17% had average level of knowledge and none of them had poor knowledge.

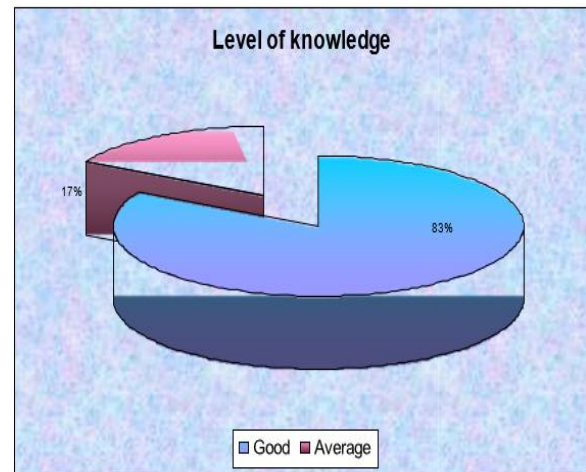


Table 3: Area-wise mean, SD and mean percentage of knowledge scores of teachers regarding adolescent behavior problems.

Knowledge area	N	Minimum	Maximum	Mean	SD	% score
Concept of common adolescent behavioral problems	100	3	10	7.28	1.364	72.80
Characteristics of adolescent behavioral Problems.	100	1	10	6.80	1.570	68.00
Management of adolescent behavioral Problems.	100	8	14	12.32	1.523	88.00
Overall knowledge	100	14	32	26.35	3.069	77.50

Analysis revealed that the teachers had highest (88%) knowledge score in the area of management of adolescent behavioral problems with a mean and SD of 12.32 ± 1.52 , followed by the area of concept of behavior and common adolescent behavioral problems with a mean percentage of 72.8%, the mean and SD was 7.28 ± 1.36 . The least mean percentage of 68% was

in the area of characteristics of adolescent behavioral problems. The mean knowledge score was 26.35 ± 3.06 , with a mean percentage of 77.5% revealing that the overall knowledge of the teachers regarding adolescent behavioral problems was good in all the areas.

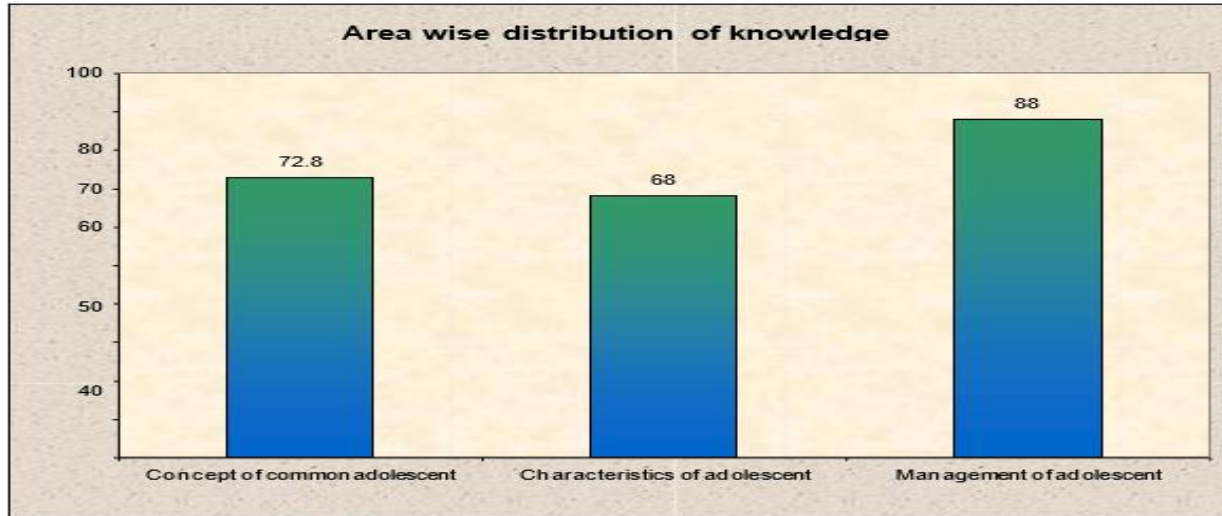


Table 4: Association between knowledge of the respondents on adolescent behavioral problems and demographic variables.

S1. No.	Demographic variable	≤Median (≤27.5)	>Median (>27.5)	Calculated value (χ^2)	d.f.	Inference
1.	Gender Male Female	7 45	10 38	1.302	1	p>0.05 NS
2.	Age in years 21-30 31-40 31-5- >51	21 24 7 0	3 18 13 14	10.475	2	p<0.05 S
3.	Educational Qualification B.Ed M.Ed Others	43 2 7	38 2 8	0.494	1	p>0.05 NS
4.	Years of Experience 1- 5 6- 10 >11	27 20 31	8 9 5	12.817	2	p<0.05 S
5.	In service education Yes No	2 50	33 15	Fisher's exact Test		p<0.001 HS.

NS- Not significant

HS – Highly significant S – Significant

The data presented in table 3 reveals that there was a significant association ($\chi^2= 10.475, p<0.05$) of knowledge scores with age. Also a significant association ($\chi^2=12.817, p<0.05$) of knowledge scores with years of experience was found. There was a highly significant association ($p<0.001$) of knowledge scores with in service education.

IV. DISCUSSION

Behavioral problems are found commonly among the children and the teachers have the opportunity to

observe their behavior closely. They are at an influential position to identify these deviations in their behavior and take up appropriate strategies to prevent and manage the behavioral problems, thus improve the mental health of the future generation.

The present study was designed to assess the knowledge of high school teachers regarding adolescent behavioral problems, at selected high schools in Tumkur. In view of the nature of the problem understudy and to achieve the objectives of the study a survey approach and a non-experimental typical descriptive design was found to be appropriate

to describe the study. Non-probability purposive sampling was used to select the samples. The data was collected from 100 high school teachers.

The findings of the study have been discussed with reference to the objectives and hypothesis, in relation to other studies.

The findings were discussed under following parts:

Part I: Demographic characteristics.

Part II: Knowledge of the high school teachers regarding adolescent behavioral problems.

Part III: Association of Knowledge with demographic variables.

Part I: Percentage distribution of sample with reference to demographic variables

A majority (83%) of the respondents were females. Most of the respondents (41%) belonged to the age group of 31 – 40 years. The highest percentage (81%) of the respondents were qualified with a B. Ed. degree and 36% had more than 11 years of experience, while 35% had 1-5 years of experience. Of the respondents, only 35% had undergone some form of in-service education. In a similar study conducted at Iran to assess the knowledge of elementary school teachers on ADHD, the teachers were qualified with a degree and were in the age group of 24 – 50 years.

Part II: Knowledge of high school teachers regarding adolescent behavioral problems.

Section A: Assessment of the knowledge of teachers regarding adolescent behavioral problems. The assessment of the knowledge of the high school teachers regarding adolescent behavioral problems revealed that a majority (83%) had a good level of knowledge, while none showed poor level of knowledge. The findings are contradictory to a study conducted at the public schools in United Arab Emirates, wherein the teachers demonstrated low levels of knowledge on behavioral problems among the elementary school children. A similar study was conducted at England to assess teachers' knowledge of ADHD, where teachers completed a 27-item knowledge test, it was found that the teachers scored fairly well on ADHD knowledge (78.6%).

Section B: Area wise analysis of knowledge scores

The area wise analysis revealed that the teachers scored highest in the area of management of

adolescent behavioral problems with a mean score of $12.32 + 1.52$ and a mean percentage of 88%.

The overall knowledge mean score was $26.35 + 3.06$ with a mean percentage of 77.5%. In the same study discussed above, which was conducted at United Arab Emirates, the teachers were shown to lack the skills in the management of behavioral problems, regardless of their training. The findings of the study conducted at England to assess teachers' knowledge of ADHD, it was found that the teachers scored well on the knowledge test but had several misconceptions- 41% of the teachers thought that ADHD could be caused by poor parenting, and food additives, 64% thought that methylphenidate alone can be used to treat the condition.

Part III: Association of the knowledge with selected demographic variables

The analysis to find association of knowledge with selected demographic variables was done using chi-square (χ^2) test and fisher's exact test. The results showed that there was a significant association of knowledge with age ($p < 0.05$) and with years of experience ($p < 0.05$). There was a highly significant association between knowledge and in service education ($p < 0.001$). In a similar study conducted at Iran to assess teachers' knowledge and attitude regarding ADHD, a significant association was found between the knowledge on ADHD and the faculty training programmes ($p < 0.05$) also, a significant correlation was found between teachers' knowledge of ADHD and their attitude.

V. CONCLUSION

The following conclusions have been drawn keeping in mind the findings of the present study: Behavioral problems are widely prevalent among children and adolescents in India, as evidenced by the various epidemiological studies carried out around the country. The interventions that are taken up to combat the problem still remain in the infancy stage. School mental health programme needs to be implemented on a large scale and rigorously throughout the country. Though the teachers are provided opportunities for in-service education, the subject of behavioral problems seems to be neglected. The teachers seem to lack the enthusiasm to actively participate in the in-service education. Hence much needs to be done in the area

of school mental health services and the involvement of teachers in the programme. The information booklet distributed among the teachers revealed the need for increasing awareness among the teachers through planned awareness programmes.

VI. FINDINGS

The data collected to assess the knowledge of high school teachers regarding adolescent behavioral problems, revealed that a majority (83%) of the respondents had good level of knowledge while none of them could be rated as having poor level of knowledge. The overall knowledge score obtained by the respondents was 26.35 ± 3.06 , with a mean percentage of 77.5%. Area wise analysis of the knowledge scores revealed that the respondents scored highest in the area of management of adolescent behavioral problems with a mean score of 12.32 ± 1.52 and a mean percentage of 88%. A significant association was found between the knowledge of the high school teachers regarding adolescent behavioral problems and their age, years of experience and exposure to in-service education.

Implications for Nursing Practice: Nurses can incorporate parental education on childhood psychological problems into routine community and school health programmes. Structured teaching modules can be used to empower mothers for early identification of school phobia. The study highlights the importance of integrating mental health awareness into primary healthcare.

Conflict of interest: I am student and the guidance of HOD of Aruna College of nursing, Tumkur, assures that this manuscript is original and has not been published elsewhere and is not under consideration by any other journals. We agree with the submission to MAT Journal. We have no conflict of interest to declare.

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Ethical clearance: Informed consent was obtained from the college and permission obtained from the administrator of Aruna College of nursing, Tumkur. Ethical clearance is done from the institutional ethical committee.

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