

A STUDY TO ASSESS THE KNOWLEDGE OF MOTHERS REGARDING BEHAVIOURAL AND HABITUAL DISORDERS OF SCHOOL CHILDREN AT SELECTED COMMUNITY AREAS IN KOLLAM, KERALA WITH A VIEW TO DEVELOP AN INFORMATION BOOKLET

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Abstract

The healthy development of children is crucial to the future well-being of any society. Because they are still developing and very vulnerable. Childhood is a pivotal period for a child's overall development. The survival and development of a child's optimal potential are disrupted if the proper family care is not met. Behavioural disorders are of significant concern to teachers and parents. Proper knowledge, screening and management is necessary to handle and lead school children in a healthy successful way. Disruptive behavioural problems such as temper tantrums, attention deficit hyperactivity disorder, conduct disorders are the commonest behavioural problems in preschool and school age children. To assess the knowledge of mothers on behavioural and habitual disorders of school children and to develop an information booklet for behavioural and habitual disorders and its management. Non-experimental descriptive design was adopted for the study. Selected community areas in Elampalloor grama panchayath, Kollam District, Kerala. 30 mothers of school going children fulfilling the inclusion criteria were selected by non-probability convenient sampling technique. All participants were given a structured questionnaire to complete; In that Section I: contain questionnaire to elicit the demographic characteristics and Section II: contains a structured questionnaire to assess the knowledge of mothers regarding behavioural and habitual disorders of school children. The findings revealed that knowledge of mothers shows 78% of the mothers had moderate knowledge, 22% mothers had inadequate knowledge. There is no significant association between selected demographic variables and level of knowledge of mothers of school children ($P>0.005$). Mothers are not having knowledge at satisfied level and there is need to educate them about various behavioural and habitual disorders and its management of school children.

Keywords: Behavioural disorders, Habit disorders, Mothers, School children

"It is easier to build strong children than to repair broken men"

Frederick Douglass

INTRODUCTION

Psychological problems in children and adolescents include several types of behavioural and emotional disorders. Childhood behaviour and emotional problems with their related disorders have significant negative impacts on the individual, family and the society. They are commonly associated with poor academic, occupational and psychosocial functioning. Behavioural disorder is a condition that is caused by individuals experiencing changes in their thoughts and emotions which manifest as

challenging behaviours. Any abnormal pattern of behaviour which are above the expected norm for age and level of development can be described as 'challenging behaviour'. Many instances of challenging behaviour can be interpreted as an ineffective coping strategies. Behavioural problems among school going children are of significant concern to teachers and parents. The mothers who are young, inexperienced, unsatisfied in themselves may make a school children more vulnerable to psychological maldevelopment. The quality of childhood determine the nature of adulthood. Now a days, may be because of rapid urbanization and industrialization, majority of parents gets less time to spend time with their children. Under these circumstances, emotional, behaviour, conduct and psychological disorders are on rise.

LITERATURE REVIEW

Gupta, A., Mongia, M. (2017) has done a study in Kanpur, among 500 children by assessing their cognitive, emotional or behavioural problems using standardized tools. The result shows that about 22.7% of children showed behavioural, cognitive and emotional problems. Also additional screening and evaluation pointed towards a higher prevalence of categorizing symptoms among boys than girls. So they strongly recommended the importance of proper screening of school children for prevalence as well as timely remedial measures.

Varghese, J.J. (2019) has done a study in Pune to assess the knowledge among mothers of under five children regarding selected behavioural problems in urban society. She selected 100 samples using non probability purposive sampling method. By using a structured knowledge questionnaire, collected data along with selected demographic variables. The result shows that majority mothers having only average knowledge regarding behavioural disorders of under five children and also revealed no association with knowledge score and demographic variables.

Sandeep, G., Arpan, P. (2017) assessed the effectiveness of structured teaching programme on knowledge regarding selected behavioural problems of children in Vadodara. The samples were 60 primary school teachers and they used pre experimental one group pre test-post test design and evaluative approach. Result shows that in significant improvement in post test score than pre test. So the study concluded structured teaching programme was effective and there is need to educate the teachers regarding behavioural disorders of children.

Datta, P. has performed a prospective interventional study in Kolkata to assess the impact of an educational intervention on the awareness of behavioural disorders among mothers of preschool children attending Child Guidance Clinic in a tertiary care hospital. Samples of 50 mothers of children between 3-6 years of age was selected for study. After intervention study concluded that, much improvement in post test and study was effective.

Shaijo, K.J., Robin, A., (2019) done a study among mothers of under 5 year children, to assess their knowledge regarding behavioural problems of under 5 year children. They used 30 samples, and non experimental descriptive design assessed through a self structured questionnaire tool. The result reveals that majority, 83.33% of mothers had moderate knowledge and no mothers had adequate knowledge. Also there was no significant association with knowledge scores and demographic variables. So they strongly recommended the importance of education to mothers regarding behavioural problems of under 5 children.

Salwa,S. Salwa,S.A.,et al. (2014) has published an article on emotional and behavioural problems among school children. They conducted a cross sectional study at Baquba city among 1500 school children by using a random sampling method. They used children between the age group of 10-12 years. The result revealed that behavioural disorders were found in 24.6% of the school children. Conduct disorders found was 13.8%, emotional disorders was 10.8%. so they concluded that significant behavioural disorders are found among school children and also there was complex interaction between individual and family factors.

Nitin,J.,Ushasti,S.,et.al.(2021) has done a study in Mangalore to identify the determinants of behavioural problems among primary school children. Also they aimed to suggest remedial measures among teachers to deal such problems. They used Rutter Children Behaviour questionnaire among 750 children. 8.7% were identified by their teachers to have behavioural problems. They suggested correct disciplinary methods and early intervention for children.

STATEMENT OF THE PROBLEM

A Study To Assess The Knowledge of Mothers Regarding Behavioural and Habitual Disorders of School Children at Selected Community Areas in Kollam, Kerala With a View to Develop an Information Booklet.

OBJECTIVES

1. To assess the knowledge on behavioural and habitual disorders of school children among mothers.
2. To findout the association between knowledge scores of mothers of school children with selected demographic variables.
3. To develop an information booklet for knowledge of mothers of school children regarding behavioural and habitual disorders of children and its management.

ASSUMPTIONS

1. Mothers may have some knowledge on behavioural and habitual disorders of school children
2. Information booklet will enhance knowledge of mothers regarding behavioural and habitual disorders and its management.

HYPOTHESIS

H_1 : There is a significant knowledge on behavioural and habitual disorders of school children among mothers.

H_2 : There is a significant association between knowledge scores of mothers of school children with selected demographic variables.

OPERATIONAL DEFINITIONS

1. Aseess : To measure the level of knowledge of mothers of school going children, regarding behavioural and habitual disorders in school children.
2. Kowledge : The level of understanding of mothers regarding behavioural and habitual disorders in school children.
3. Behavioural disorders : It refers tempertantrum, attention deficit hyperactivity disorder, , Oppositional Defiant Disorder, anxiety, Depression, Learning disorders etc

4. Habitual disorders : It refers Nail biting, Thub sucking, Nose picking, Hair twirling, Head banging, Tics etc
5. School children : It refers the children belongs to the agegroup between 6-15 years.
6. Information booklet : It refers to a small booklet which contains various behavioural and habitual disorders in children, its symptoms, management etc

METHODOLOGY

Research design

Descriptive research design

Research Settings

The study was conducted in Elampalloor gramapanchayath at Kollam District, Kerala

Sampling/Sample size

The sample consists of 30 mothers of school children and selected through non probability convenient sampling method.

Criteria for selection of samples

Inclusion criteria:

- Mothers having school going children between the age group of 6-15 years
- Mothers who are willing to participate
- Mothers who can read and understand malayalam
- Mothers who are present during the period of data collection.

Exclusion criteria:

- Mothers who are not present at the time of data collection
- Mothers who are not willing to participate
- Mothers who cannot read and understand malayalam

Data Collection: Data were collected using structured questionnaire which consists of demographic variables (age, occupation, type of family, number of children, income of family, religion etc) and a knowledge questionnaire regarding behavioural and habitual disorders.

RESULTS

Table 1 : Frequency and percentage distribution of Demographic variables

n-30

Sl.no	Demographic variables	Frequency	Percentage
1.	Age in Years		
	a. 25-30 years	4	13.00
	b. 31-35 years	8	27.00
	c. 35-40 years	15	50.00
	d. 41-45 years	3	10.00
	Total	30	100
2.	Religion		
	a. Hindu	12	40
	b. Muslim	10	33
	c. Christain	8	27
	d. Others	0	0
	Total	30	100
3.	Education		
	a. Illeterate	0	0

	b. Primary & Secondary education	10	33
	c. Higher Secondary education	17	57
	d. Graduation and above	3	10
	Total	30	100
4.	Marital status of mother		
	a. Widow	2	7
	b. Divorcee	0	0
	c. Living with husband	28	93
	Total	30	100
5.	Number of children		
	a. Only one	11	37
	b. Two	19	63
	c. Three or more	0	
	Total	30	100
6.	Type of family		
	a. Nuclear family	12	40
	b. Joint family	17	57
	c. Extended family	1	3
	Total	30	100

Table shows that, majority of mothers, 15 (50%) belongs to the age group of 35-40 years, whereas regarding religion, majority of 12 (40%) were Hindus, regarding educational status, majority 17 (57%) having higher secondary education. With respect to Marital status, majority of mothers, 28 (93%) living with husband. Regarding number of children, 19 (63%) of mothers had two children. Regarding type of family, majority, 17 (57%) living in a joint family group.

Table 2: Overall knowledge score of Mothers regarding behavioral and habitual disorders of school children

Level of Knowledge	Knowledge %
Inadequate (<50%)	78%
Moderate (51-75%)	22%
Adequate (76-100%)	0
Total	100

The results of the table 2 shows the frequency and percentage distribution of knowledge level of mothers. 22% of mothers had moderate level of knowledge, 78% of mothers had inadequate level of knowledge and no mothers have adequate knowledge regarding behavioural and habitual disorders in school children.

Table 3: Association between knowledge scores and demographic variables

n= 30

Sl. No	Demographic variables	Degrees of freedom	χ^2	Inference
1.	Age in Years	3	1.38	NS
2.	Religion	3	1.56	NS
3.	Education	3	0.027	NS
4.	Marital status of mother	2	1.38	NS
5.	Number of children	2	0.02	NS
6.	Type of family	2	0.51	NS

sRegarding association between knowledge level and demographic variables, result shows that there is no significant association between knowledge scores with demographic variables.

CONCLUSION

Behavioral problems among school children are of significant concern to teachers and parents. Despite the high prevalence, studies on psychiatric morbidity among school children are lacking in our country. So adequate coping and management strategies including school centered and family centered interventions are mandatory to implement. The findings of the study shows the need of adequate education programmes or awareness must given to parents for early identification and management of behavioural and habitual problems in school children. It strongly suggests that multi-level interventions to improve the awareness of parents to reduce the incident rate and upgradation of society to a healthy level.

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