

A Study To Assess The Knowledge Regarding Behavioral Problems Of School Children Among Mothers

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Abstract: A study to assess the knowledge regarding behavioral problems of school children among mothers at Patteswaram rural community in Thanjavur District. A cross-sectional descriptive design was adopted for the study. 100 mothers were selected by using purposive sampling technique. All participants were given a questionnaire on behavioral problems administered 10 minutes to complete. The findings revealed that knowledge of mother shows that 61% of the mother had inadequate knowledge 37% of mothers had moderately, 2% of mother had adequate knowledge on behavioral problem. In conclusion mothers are having very poor knowledge regarding behavioral problems. The study findings reveals significance of behavioral deviation of a need to educate parent's on behavioral of children.

Keywords: Behavior problems, Mothers knowledge, rural school children.

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I. Introduction

A child's behavioral problem represent a conflict between his developing personality and that of his parents, teachers and siblings and of other children with whom he comes into contact (Mainiero and Sullivan 2005).The World Health Organization estimates that neurological, mental and behavioral disorders and self-harm contribute 12 % of the global burden of disease (Murray CJ, et.al 2013).The mothers who are young, relatively inexperienced, unsatisfied in themselves may make a school children more vulnerable to psychological maldevelopment (Bhatia, M S, & Singhal, 2001). Many behaviour which are probably undesirable but a normal occurrence at an early stage of development can be considered pathologically when they present later stage. In the young child many behaviour which are probably the result of anger and frustration. In contrast to the abundance of studies exploring the impact of maternal employment on children's behavior, hardly any attention has been paid to the possible impact of children's behavior problems (Holmes et al. 2012).

Behavior problems in young children are common and usually load on two major dimensions described as internalizing (i.e., withdrawal, fearfulness, sadness, and somatic problems) and externalizing (i.e., hyperactivity, inattention, aggression, defiance) factors (Achenbach et al. 1991). Distinct externalizing and internalizing symptom clusters have been shown from an early age and tend to precede later psychopathological problems (Gilliom and Shaw 2004). Symptoms from both types (internalizing and externalizing) may also occur from an early age of onset and morbidity is high throughout the period of childhood and adolescence (Angold et al. 1999; Gilliom and Shaw 2004; Lavigne et al. 1996). Based on definition, the overall prevalence of "problematic school estimated to range between 10 and 25 % (Sonuga-Barke et al. 1997), and the prevalence of moderate to severe behavior problems to be 8-10 % (Lavigne et al. 1996).

Studies conducted in developed countries have shown that child conduct or behavior problems have negative impacts on children's social, educational and economic performance in later life (Fergusson DM, Horwood LJ, Ridder EM, 2005). Childhood behavior problems also predict involvement in anti-social behavior in adulthood (Kessler RC, et, al, 2007). Now a days in many communities the parents are more anxious towards their preschool children behavioral problems due to less attention or negligence or ignorance. There is a need for increased research in low-income settings to increase understanding of child behavior problems in order to explore feasible, acceptable, and effective ways of addressing such problems. So the researcher felt to conduct a study to assess the knowledge on behavioral problems of school children's among mothers.

1.1. Statement Of The Problem

A study to assess the knowledge regarding Behavioural problems of school children among mothers in Patteswaram village at Kumbakonam.

1.2. Objectives

- ❖ To assess the level of knowledge regarding behavior problems of school children among mothers.
- ❖ To find out the association between the level of knowledge regarding behavioral problem the school children's mothers with their demographic variables.

1.3. Hypothesis

H1: There is a significant difference between level of the knowledge regarding behavioralProblem of school children among mothers with their selected demographic variables.

1.4. Operational definitions:

1. Assess

To assess or measure the level of knowledge of parents regarding behavioral problems of school children.

2. Knowledge

The level of understanding of parents regarding behavioral problems of preschool children

3. Behavioral problems

Behavioral problems refers temper tantrum, breath holding spell, thumb sucking, nail biting, enuresis, encopresis, pica, tics and stuttering or stammering, delayed speech and attention deficit hyper activity disorder.

4. School children:

The children age group of 5-10 years.

II. Methodology

2.1. Research design

The research design selected for this present study was descriptive research design.

2.2. Settings and Participants

The participants were selected by using a non probability convenient sampling techniques with 100mothers (25-40 yrs) who are living in Patteswaram village at Kumbakonam.

2.3. Data collection

Data were collected using structured questionnaire, which consist of Demographic variables (Age, occupation, type of family, number of children, income of family, religion, family history of medical illness), knowledge questionnaire 30 items regarding behavioral problem school children and self report.

2.4. Data Analysis

Data was entered in Microsoft excel sheet and contingency tables were prepared and χ^2 was calculated to find out association between the factors and further strength of association was estimated by odd's ratio, also descriptive statisticsanalyzed byusing SPSS version 22 and summarized as proportions.

III.Results

3.1. Demographic Characteristics of Mothers

Table 1, results shown that, Majority of the mothers 44 (44%) belongs of the age group of 29-32 years, whereas educational status were 55(55%) belongs higher secondary education. Family income were 58(58%) average income with 53(53%) had joint family.47% of the mothers having (47%) two children. According to type of family in descriptive study most of them joint family 53(53%) and nuclear family 47(47%). According to religion in descriptive study most of families are Hindu 76(76%)

Table 1: Demographic variables (n=100)

| SL.NO | VARIABLES | NO. | % |
|-------|---------------------|-----|------|
| 1 | Age in Years | | |
| | a) 25-28years | 39 | 39% |
| | b)29- 32 years | 44 | 44% |
| | c)33-36 years | 12 | 12% |
| | d) 37-40 years | 05 | 05% |
| 2 | Religion | | |
| | a)Hindu | 76 | 76 % |
| | b)Muslim | 10 | 10% |
| | c)Christian | 14 | 14% |
| 3 | Education | | |
| | a) Illiterate | 02 | 02% |

| | | | |
|----------|-------------------------------|----|-----|
| | b) primary education | 15 | 15% |
| | c) high school education | 15 | 15% |
| | d) Higher secondary education | 55 | 55% |
| | e) Graduate | 13 | 13% |
| 4 | Family Income | | |
| | a) Low | 30 | 30% |
| | b) Average | 58 | 58% |
| | c) High | 12 | 12% |
| 5 | Number of children | | |
| | a) Only one | 39 | 39% |
| | b) Two | 47 | 47% |
| | c) Three or more | 14 | 14% |

3.2. Knowledge score of mothers of school children regarding behavioral problems.

The results of Table 2 shown the frequency and percentage distribution of inadequate knowledge on behavioral problems of school children among mothers were 61[61%], moderately adequate knowledge as 37 mothers (37%) and only two mothers had adequate knowledge regarding behavior problems of school children, it reveals need more attention about prevalence of behavioral problem education among mothers.

Table 2: Over all knowledge of score of mothers (n=100)

| Sample | Level of knowledge | no. of items in knowledge questionnaire | Mean | SD | Knowledge % |
|--------|--------------------|---|-------|------|-------------|
| 1 | Inadequate | 30 | 14.55 | 4.59 | 61 % |
| 2 | Moderate | | | | 37% |
| 3 | Adequate | | | | 02% |

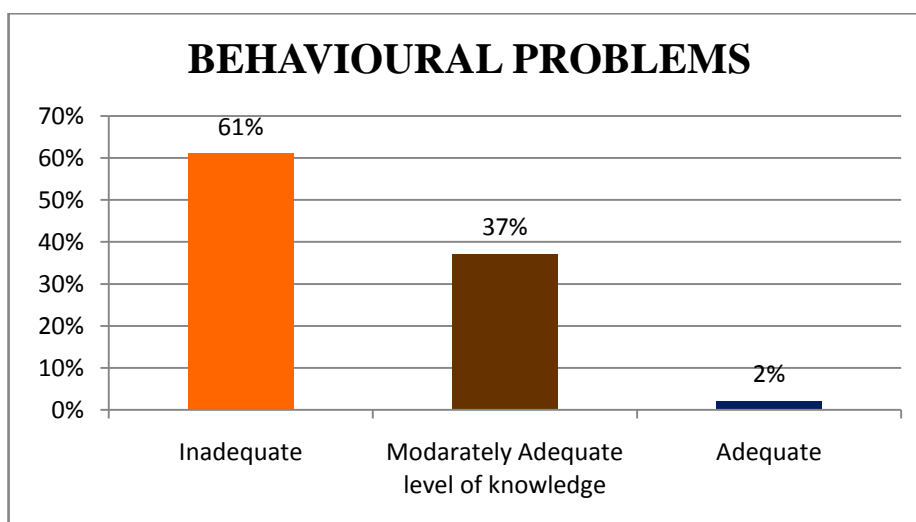


Figure 1: Knowledge score of mothers (percentage)

IV. Discussion

The purpose of this study was to assess to the knowledge regarding behavioral problems of school children among mother at Patteswaram rural community in Thanjavur District. The research design adopted for the study was Patteswaram rural community in Thanjavur District. The sample size consists of 100 mothers of school children. The findings of the study were discussed based on the objectives. The findings revealed that knowledge of mother shows that 61% of the mother had inadequate knowledge 37% of mothers had moderately, 2% of mother had adequate knowledge on behavioral problem. In conclusion mother is having very poor knowledge regarding behavioral problem. Mothers in this study believed that behavioral problems result in mistreatment of affected children by others, negative impact on education, involvement in other bad habits and activities (such as addiction, stealing), increase in emotional problems, and negative effects in personal and family image. Parents and teachers have difficulties managing children’s behavioral problems. Parents reported used listening, talking and consoling as a first option to deal with child behavioral problems; however, when verbal techniques did not help, they reported using physical punishments.

V. Conclusion

India being a developing country with a large population, a significant proportion of which are school aged children. Behavior/emotional problems in these children are a matter of concern as the outcomes can seriously impact their ability to become useful citizens of tomorrow. Hence early identification and appropriate interventions would go a long way in helping these children lead fruitful lives. Regarding management in child psychiatry, emphasis is on changing the attitudes of parents, reassuring and retraining children, working with the family and coordinating the efforts of others who can help these children especially at school. With supportive parents and family environments were thought to exhibit fewer behavior-related problems than children with unsupportive parents and difficult family circumstances. Study participants reported that society had negative attitudes towards children with behavioral problems, with almost no systems or mechanisms in place to address such problems. These findings demonstrate the perceived knowledge and importance of child behavioral problems in a rural community. So, this study suggests that, multi-level community-based interventions targeting peers, parents, teachers and community leaders could be a feasible and acceptable approach to address the identify problems.

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