A STUDY TO ASSESS THE KNOWLEDGE ON BEHAVIORAL DISORDERS AMONG PRIMARY SCHOOL TEACHERS AT NELLORE, AP

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ABSTRACT: The Behavior is the mode of attitude towards the various emotional as well as physical circumstances the growing children faces new environment in each day and they have to show and adjustment and adaptive attitude and behavior to those environments. Behavioral disorders involve a pattern of disruptive behaviors in children that last for at least 6 months and cause problems in school, at home and in social situations. Nearly everyone shows some of these behaviors at times, but behavior disorders are more serious. Behavioral disorders may involve Inattention. **Materials and methods:** A non experimental descriptive design with quantitative approach was used to assess the knowledge on behavioral disorders among primary school teachers, Nellore from 19-9-2022 to 19-10-2022 with 100 participants identified by non probability convenience sampling technique. **Tool:** The Investigator developed the tool after extensive review of literature and the content validity of the tool was obtained from three nursing experts. The feasibility of the tool was tested with a pilot study with 6 participants who were not included in main study. **Data Collection procedure:** The main study was conducted after obtaining formal permission from the Principal, Head Master of schools ,Medical officer of primary Health Center at Nellore. Informed consent was obtained from primary school teachers. 100 primary school teachers were selected by using non probability convenience sampling technique. Nature and purpose of the study was explained. Confidentiality of information was assured. The duration of data collection was one month period from 19-09-2022 to 19-10-2022.The data was conducted by using the questionnaire for minimum of 10-15 participants per day from 9am -12pm.For each participants it took 20 minutes to answer the questions. After conducting the data was analyzed based on objectives of study. The analyzed data was presented in the form of figures and tables. **Results:** The results shows that 4(4%) acquired A+ grade, 11(11%) acquired A grade, 34(34%) acquired B+ grade, 14(14%) acquired C grade and 4(4%) acquired D grade knowledge. **Conclusion:** The present study concluded that among100 primary school teachers with regard to assess the knowledge on behavioral disorder 4(4%) acquired A+ grade knowledge,11(11%) acquired A grade knowledge, 34(34%) acquired B+ grade knowledge, 14(14%) acquired C grade knowledge,4(4%) acquired D grade knowledge on behavioral disorders. Hence there is a significant association between the level of knowledge on behavioral disorders among primary school teachers and education. The results indicate that the health professionals need to educate the primary school teachers about behavioral disorders. So it is important to create awareness on behavioral disorders among primary school teachers. **KEYWORDS: Behavioral Disorders, Primary School Teachers.**

INTRODUCTION: The Behavior is the mode of attitude towards the various emotional as well as physical circumstances the growing children faces new environment in each day and they have to show and adjustment and adaptive attitude and behavior to those environments. Behavioral disorders involve a pattern of disruptive behaviors in children that last for at least 6 months and cause problems in school, at home and in social situations. Nearly everyone shows some of these behaviors at times, but behavior disorders are more serious. Behavioral disorders may involve Inattention.

OBJECTIVES

• To assess the level of knowledge on behavioral disorders among primary school teachers.

• To find out the association between the level of knowledge on behavioral disorders among primary school teachers with their selected socio demographic variables.

NEED FOR STUDY: A study conducted in 27 countries from every world region suggests the worldwide prevalence of behavioral disorders was 13.4%. The worldwide prevalence of attention deficit hyperactivity disorder was 3.4% and any disruptive disorder was 5.7%. A study was conducted in Ethiopia, a total of parents of 1477 children between 5 and 15 years of age were interviewed. The most prevalent diagnosis of behavioral disorders was disruptive behavioral disorders (1.5%) and attention deficit hyperactivity hyper activity disorders (1.5%) substance abuse were relatively less occurrence. Overall females were more affected (4.0%) than males (3.1%), in Canada (18.1%), Germany (20.7%).

METHODOLOGY:

RESEARCH APPROACH: Quantitative research approach was adopted to assess the knowledge on behavioral problems among primary school teachers.

RESEARCH DESIGN: Non experimental descriptive research design was adopted to conduct the present study.

SETTING OF THE STUDY: This study was conducted at primary schools in Nellore, AP. It provides high academic standards to students. Primary school includes the first three grades of elementary school. Primary education instructors teach students subjects like: Maths, Science, Language, Art, History, Geography, Music.

POPULATION: *All primary school teachers*

Target population: The target population for the present study includes primary school teachers.

Accessible population: The accessible population for the present study includes primary school teachers in Nellore.

SAMPLE: Primary school teachers who fulfills the inclusion criteria.

SAMPLE SIZE: The sample size for the present study was 100 primary school teachers in Nellore. A sample size for the study was 100 participants was calculated by using the Yamen's formula $n=N/1+N$ (2)

Where n sample size

No of total population-122

e-desired level of precision-0.05

$n - N/1+N(c2) = 122/1+122(0.05)2 = 122/1.305 = 93+9$ (10% attrition) - 102

By considering the 10% attrition, a sample of 9 was added to the estimate sample of 102 with round figure of 100 requesting in total of 100. The sample size for the present study was 100.
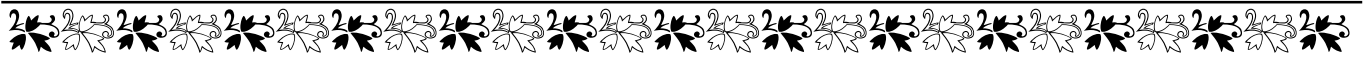
SAMPLING TECHNIQUE: Non probability convenience sampling technique was used to select the samples.

CRITERIA FOR SAMPLE SELECTION:

Inclusion criteria:

The primary school teachers

• Who are working at schools in Nellore

• Who are present at the time of data collection

• Who are willing to participate in the study

Exclusion criteria:

The primary school teachers

• Who are not willing to participate in the study

• Who are sick at the time of data collection

• Who are not available at the time of data collection

VARIABLES: Variables of the study are research variables and socio demographic variables.

Research variables: Structured questionnaire is used to assess the level of knowledge of primary school teachers.

Demographic variables: The socio demographic variables such as age in years, gender, religion, marital status, education, experience in years, type of school, source of information.

DESCRIPTION OF TOOL: The tool was developed with the help of extensive review from various text books, journals and internet sources. The tool was developed to assess the knowledge on behavioral problems among primary school teachers in Nellore. The tool consist of two parts.

Part - I: Deals with demographic variables such as age in years, gender religion, marital status, education, experience in years, type of school, source of information regarding behavioral disorders

Part - II: It consists of structured questionnaires to assess the knowledge on behavioral problems among primary school teachers.

SCORE INTERPRETATION: Assess the knowledge regarding behavioral disorders among primary school teachers. Each correct answer scored as"1"and wrong answers scored as "0" total score was 25.

The obtained score was assigned grades as follows:

Grade	Percentage (%)	Score
A+	91-100	28-30
A	81-90	25-27
B+	71-80	22-24
B	61-70	19-21
C	50-60	15-18
D	<50	<15

CONTENT VALIDITY: The tool verified by Mental health Nursing department faculty. The grammatical mistakes were corrected by English lectures after the approval. Then the content has been corrected and validated by experts.

RELIABILITY: Reliability was established by split half method by using Karl Pearson correlation coefficient. The reliability value is 1. r=0.9.

$$R=2r/1+r$$

FEASIBILITY: The tool was tested for feasibility by conducting the pilot study. It took nearly 20 minutes to complete the session

ETHICAL CLEARANCE: The ethical clearance for the study was obtained from the ethical Committee of the institution on 20/06/2022. Formal permission was obtained from the Principal, HODs and primary centre officers.

PILOT STUDY: Pilot study was conducted for 1 week period from 12-09-2022 to 17-09-2022 in primary schools Nellore Formal permission was obtained from the Principal, Headmaster, Medical officer of primary Health Center to conduct the study.6 samples were selected by following non probability convenience sampling technique who fall under inclusion criteria were selected for the pilot study. Rapport was established with self introduction and written consent from the participants to participate in the study was obtained. Structured questionnaire consist of 30 questions. Each sample took nearly 20 minutes to complete the tool. The data was analyzed by using the descriptive and inferential statistics. This study helps to find out feasibility of the study.

DATA COLLECTION PROCEDURE: The main purpose of the data collection is to gather information from primary school teachers on behavioral disorders.

The main study was conducted after obtaining formal permission from the Principal, Head Master of schools, Medical officer of primary Health Center

at Nellore. Informed consent was obtained from primary school teachers. 100 primary school teachers were selected by using non probability convenience sampling technique. Nature and purpose of the study was explained. Confidentiality of information was assured. The duration of data collection was one month period from 19-09-2022 to 19-10-2022. The data was conducted by using the questionnaire for minimum of 10-15 participants per day from 09:00 am - 12:00 pm. For each participants it took 20 minutes to answer the questions. After conducting the data was analyzed based on objectives of study. The analyzed data was presented in the form of figures and tables.

Plan for data analysis: The data was analyzed in terms of objectives of the study by using descriptive and inferential statistics.

Data Analysis	Method	Remarks
Descriptive statistics	Frequency, percentage Mean and SD	• Distribution of socio demographic variables • To assess the knowledge regarding behavioral disorders among primary school teachers, Nellore.
Inferential statistics	Chi-square test	• To find out the association between the levels of knowledge regarding behavioral problems among primary school teachers, Nellore with their selected socio demographic variables.

Results:

Section - I: Distribution based on their socio demographic variables among primary school teachers.

Table -1: Frequency and Percentage distribution based on Age   (n=100)

Age	Frequency (f)	Percentage (%)
a) 26-30	32	32
b) 31-35	26	26
c) 36-40	15	15
d) 41-45	27	27
Total	100	100

Table - 1 Shows the frequency and percentage distribution of age, were 32(32%) belongs to 26-30 years, 26(26%) belongs to 31-35 years, 15(15%) belongs to 36-40 years, 27(27%) belongs to 41-45 years.
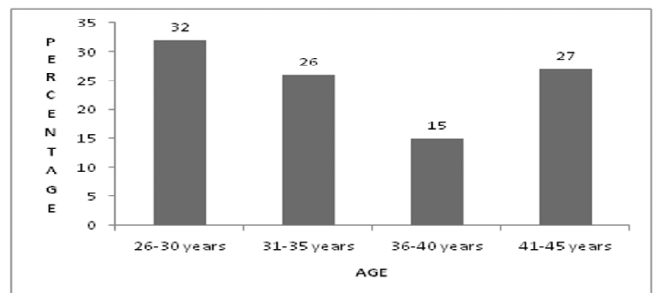

Fig - 1: Percentage distribution of primary school teachers based on Age in years.

Table - 2 : Frequency and Percentage distribution based on Gender   (n=100)

Gender	Frequency (f)	Percentage (%)
a) Male	21	21
b) Female	79	79
Total	100	100

Table - 2: Refers to the frequency and percentage distribution of gender where, 21(21%) belongs to male, 79(79%) belongs to female.
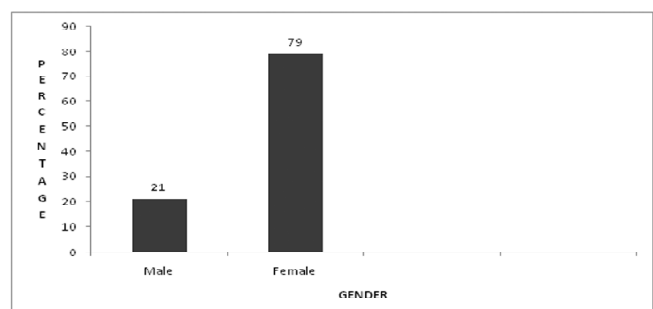
Fig No - 2: Percentage distributions of primary school teachers based on gender.

Table - 3: Frequency and Percentage distribution based on Religion (n=100)

Religion	Frequency (f)	Percentage (%)
a) Hindu	78	78
b) Muslim	10	10
c) Christian	12	12
Total	100	100

Table -3: Displays the frequency and percentage distribution of religion where,78(78%) belong to Hindu,10(10%) belong to Muslim,12(12%) belong to Christian.
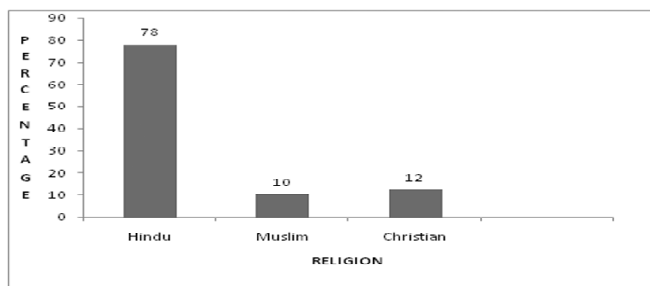

Fig No - 3: percentage distribution of primary school teachers based on religion

Table - 4: Frequency and percentage distribution based on marital status (N=100)

Marital status	Frequency (f)	Percentage (%)
a) Married	82	82
b) Unmarried	18	18
Total	100	100

Table - 4: Shows frequency and percentage distribution of marital status where, 82(82%) belong to married, 18(18%) belong to unmarried.
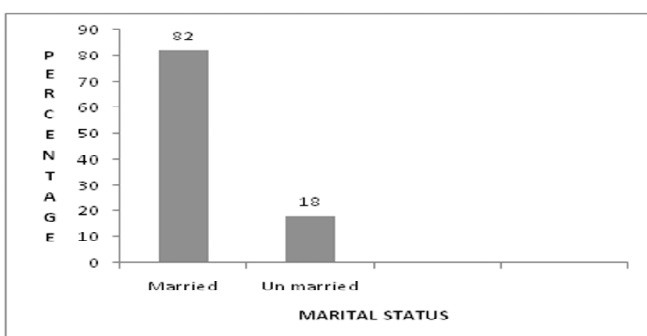

Fig No - 4: Percentage distribution of primary school teachers based on marital status

Table - 5: Frequency and percentage distribution based on Education (n=100)

Education	Frequency (f)	Percentage (%)
a) Graduate	65	65
b) Post graduate	35	35
Total	100	100

Table - 5: Displays frequency and percentage distribution of Education where, 63(63%) belong to graduate, 36(36%) belong to post graduate, 1(1%) belong to diploma.
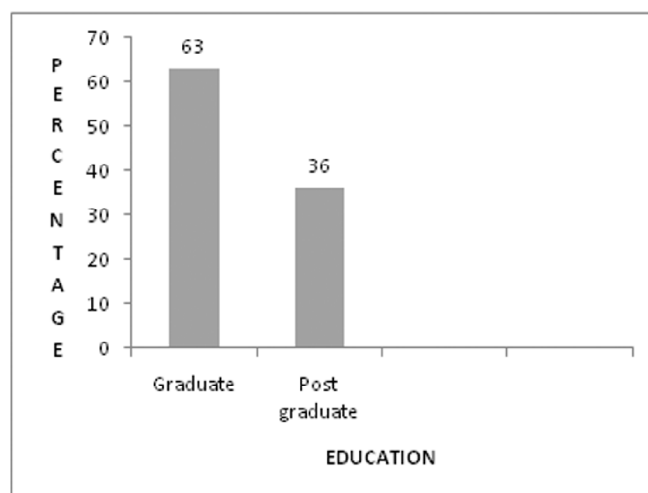

Fig No - 5: Percentage distribution of primary school teachers based on Education

Table - 6: Frequency and percentage distribution based on Experience in years (n=100)

Experience in years	Fre (f)	Per (%)
a) Upto 1 year	4	4
b) 1-5 years	47	47
c) 5-10 years	13	13
d) > 10 years	36	36
Total	100	100

Table - 6: Reveals frequency and percentage distribution of experience in years where,4(4%) belong to upto 1 year, 47(47%) belong to 1-5 years, 13(13%) belong to 5-10 years, 36(36%) belong to > 10 years.
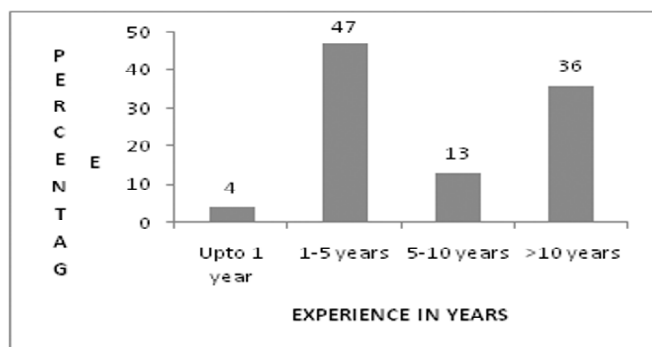
Fig No - 6 Percentage distribution of primary school teachers based on experience in years.

Table - 7: Frequency and percentage distribution based on Type of school (n=100)

Type of school	Frequency (f)	Percentage (%)
a) Private	17	17
b) Government	56	56
c) Aided	27	27
Total	100	100

Table -7: Reveals the frequency and percentage distribution of type of school where,17(17%) belong to private,56(56%) belong to government,27(27%) belong to aided.
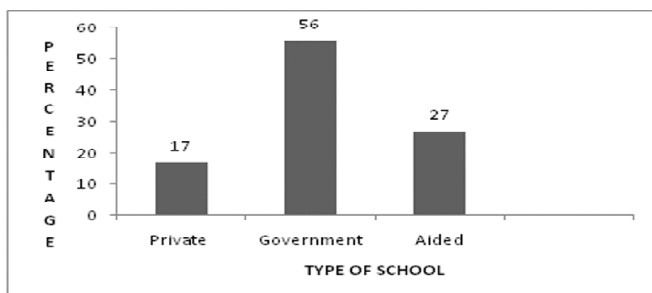

Fig No - 7: Percentage distribution of primary school teachers based on type of school.

Table - 8: Frequency and percentage distribution based on source of information (n=100)

Source of information	Fre (f)	Per (%)
a) Elders/relatives/friends	26	26
b) Health personnel	3	3
c) Television/radio	15	15
d) Newspaper/books/magazine	56	56
Total	100	100

Table - 8: Shows the frequency and percentage distribution of source of information where, 26(26%) belong to elders /relatives /friends, 3(3%) belong to health personnel,15(15%) belong to television/radio, 56(56%) belong to newspaper/magazine.
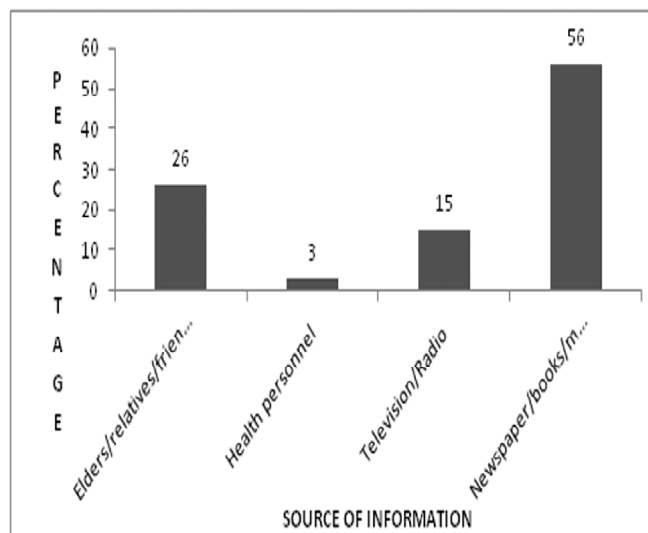

Fig No - 8: Percentage distribution based on source of information.

SECTION - II

Table - 9 Frequency and Percentage distribution based on their level of knowledge regarding behavioral disorders among primary school teachers (n=100)

Category	Frequency (f)	Percentage (%)
A+	4	4
A	11	11
B+	34	34
B	33	33
C	14	14
D	4	4
Total	100	100

Table - 9: Discuss the level of knowledge regarding behavioral disorders among primary school teachers 4(4%) had A+ grade, 11(11%) had A grade, 34(34%) had B+ grade, 14(14%) had C grade, 4(4%) had D grade.
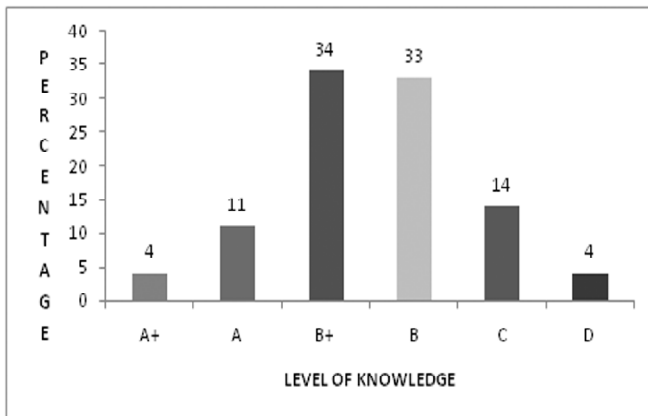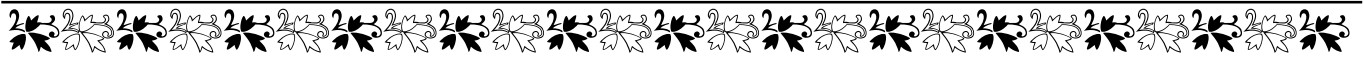
Fig No - 9: Percentage distributions based on their level of knowledge regarding behavioral disorders among primary school teachers.

SECTION - III

Table-12: Mean and Standard Deviation of level of knowledge regarding behavioral disorders among primary school teachers (n=100)

Category	Mean	SD
Knowledge regarding behavioral disorders among primary school teachers	20.84	3.65

SECTION - IV

Table - 13: Association between the levels of knowledge on behavioral disorders among primary school teachers with their selected socio demographic variables.

Sl.	Socio demographic variables	A+ F	A+ %	A F	A %	B+ F	B+ %	B F	B %	C F	C %	D F	D %	Chi-square
1.	Age													CV=4.281 TV=24.99 Df=15 P=0.05 NS
	26-30	1	1	4	4	11	11	8	8	7	7	1	1	
	31-35	1	1	3	3	8	8	12	12	2	2	1	1	
	36-40	-	-	2	2	3	3	5	5	2	2	1	1	
	41-45	2	2	2	2	12	12	8	8	3	3	1	1	
2.	Gender													CV=1.538 TV=11.07 Df=5 P=0.05; NS
	Male	1	1	2	2	9	9	6	6	2	2	-	-	
	Female	3	3	9	9	25	25	27	27	12	12	4	4	
3.	Religion													CV=9.68 TV=18.31 Df=10 P=0.05; NS
	Hindu	4	4	8	8	30	30	25	25	10	10	2	2	
	Muslim	-	-	2	2	1	1	4	4	2	2	-	-	
	Christian	-	-	1	1	3	3	4	4	2	2	2	2	
4.	Marital status													CV=4.74 TV=11.1 Df=5 P=0.05; NS
	Married	4	4	9	9	25	25	30	30	10	10	4	4	
	Unmarried	-	-	2	2	9	9	3	3	4	4	-	-	
5.	Education													CV=19.48 TV=18.31 Df=10 P=0.05; S**
	Graduate	2	2	6	6	18	18	23	23	12	12	4	4	
	Post graduate	2	2	5	5	16	16	10	10	2	2	-	-	
6	Experience													CV=8.162 TV=24.99 Df=15 P=0.05 NS
	Upto 1 year	-	-	-	-	2	2	1	1	-	-	1	1	
	1-5 years	2	2	7	7	14	14	16	16	8	8	1	1	
	5-10 years	-	-	1	1	6	6	5	5	1	1	-	-	
	> 10 years	2	2	3	3	12	12	11	11	5	5	2	2	
7	Type of school													CV=7.855 TV=18.31 Df=10 P=0.05; NS
	Private	2	2	2	2	6	6	5	5	3	3	-	-	
	Government	2	2	8	8	20	20	18	18	5	5	2	2	
	Aided	-	-	1	1	8	8	10	10	6	6	2	2	
8	Source of information													CV=10.38 TV=24.99 Df=15 P=0.05 NS
	Elders/relatives /friends	-	-	1	1	7	7	13	13	3	3	2	2	
	Health personnels	-	-	1	1	1	1	-	-	1	1	-	-	
	Television/ radio	1	1	-	-	5	5	5	5	3	3	-	-	
	Newspaper/ Book	3	3	9	9	21	21	15	15	7	7	2	2	
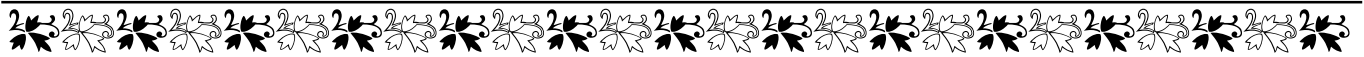
Note :

NS= Non Significant   S=Significant

TV= Table Value   Df =Degree of Freedom

CV= Calculated Value   Df =(r-1)(c-1)

$P<0.05$ level of significant

• Regarding age, the calculated value is 4.281. The table value 24.99. The calculated value is less than table value. Hence there is non significant association between age and level of knowledge.

• In relation to gender, the calculated value is 1.538. The table value is 11.07. The calculated value is less than table value. Hence there is non significant association between gender and level of knowledge.

• In depicts to religion, the calculated value is 9.68. The table value is 18.31. The calculated value is less than table value. Hence there is non significant association between religion and level of knowledge.

• In context to marital status, the calculated value is 4.74. The table value is 24.99. The calculated value is less than table value. Hence there is non significant association between marital status and level of knowledge.

• It refers to education, the calculated value is 19.48. The table value is 18.31. The calculated value is greater than table value. Hence there is significant association between education and level of knowledge.

• In association to experience in years, the calculated value is 8.162. The table value is 24.99. The 24.99. calculated value is less than table value. Hence there is non significant association between experience in years and level of knowledge.

• With regard to type of school, the calculated value is 7.855. The table value is 18.31. The calculated value is less than table value. Hence there is non significant association between type of school and level of knowledge.

• In context to source of information, the calculated value is 10.38. The table value is 24.99. The calculated value is less than table value. Hence there is non significant association between source of information and level of knowledge.

• There was significant association between level of knowledge and education.

• There was no significant association between level of knowledge and sociodemographic variables such as age, gender, religion, marital status, experience in years, type of school and source of information.

CONCLUSION:

The present study concluded that among 100 primary school teachers with regard to assess the knowledge on behavioral disorder 4(4%) acquired A+ grade knowledge, 11(11%) acquired A grade knowledge, 34(34%) acquired B+ grade knowledge, 14(14%) acquired C grade knowledge, 4(4%) acquired D grade knowledge on behavioral disorders. Hence there is a significant association between the level of knowledge on behavioral disorders among primary school teachers and education. There is no significant association between level of knowledge with their selected socio demographic variables such as age, gender, religion, marital status, education, experience in years, type of school, and source of information regarding behavioral disorders. The results indicate that the health professionals need to educate the primary school teachers about behavioral disorders. So it is important to create awareness on behavioral disorders among primary school teachers.

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