

Teacher's Knowledge on Behavioral Problems of Adolescents

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Abstract

A descriptive research design was adopted to assess the teachers knowledge and skill regarding the behavioral problems of adolescents. Data were collected from 75 higher secondary school teachers from the selected government higher secondary schools through closed ended questionnaire and assessment checklist. Data were analyzed by descriptive and inferential statistics. The findings show that, 61 (81.3%) were having inadequate knowledge and 14 (18.7%) were having moderately adequate knowledge. None of them possessed with adequate knowledge. About skill 71 (94.7%) were having inadequate skill and 4 (5.3%) were having moderately adequate skill. None of them were having adequate skill. The knowledge and skill were positively correlated. The results are indicate that, the teachers are required more knowledge about the behavioural problems of adolescents, that would help them to handle the students in a better way.

Keywords: Adolescents; Behavioural problems; Teacher.

INTRODUCTION

Adolescence is the most important period in one's life. It is a period of stress and strain, of day dream, of interest affection and excitement. The mind is pious and pure, free from all wickedness. It is full of love and showers its affection on anyone without any pre-thinking.

The school is psychologically important to adolescents as a focus of a social life. Teenagers typically organise themselves into a social order that is quite predictable. They are aware of the groups to which they and others belong. A sense of school connectedness and optimal social connectedness is associated with positive outcomes for school completion, positive mood, and decreased high risk behavior in adolescent.

Concerns for the adolescent include ongoing in high risk behavior, such as sex, alcohol, and drug use, driving while intoxicated and using tobacco products in addiction to feeling of hopeless, aggressive or hostile attitude, and academic stress or school absenteeism.

Children between 11-19 years of age group spend most of their time in the school. Growing children learn how to deal with their emotional integration into the greater society at school. The schools have an unrestricted opportunity to improve the lives of young peoples. School are arriving the full support of

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families and community to provide comprehensive mental health to the children. Schools can act as a safety net to protect the children from hazards that affect their learning and promote behavioral and psychosocial wellbeing of the children.

Behavioral problems in adolescents include conduct disorder, emotional disorder, substance abuse caused by genetics, chemical imbalances, damage to the central nervous system, exposure to environmental toxins such as high levels of lead, exposure to violence, stress, divorce of parents, lack of support and conducive environment in home, community and school. The appearance of adolescents with behavioral problems are poor concentration, depression, low self esteem, hostility, inability to make good peer relationship, chronic anxiety or feeling of difficulty in handling life. With this interest the present study is designed to assess the teachers knowledge on behavioural problems of adolescents.

MATERIALS AND METHODS

A descriptive research design was adopted to assess the teachers knowledge on behavioral problems of adolescents. Data were collected

from 75 higher secondary school teachers from the selected government higher secondary schools through closed ended questionnaire and assessment checklist. The knowledge questionnaires consist of 40 items with four options and only one most appropriate answer. The skill checklist consists of 30 items. Data were analyzed by descriptive and inferential statistics.

RESULTS

The demographic profiles of the school teachers show that, maximum 38.7% of teachers were in the age group of >45 years, 53.3% of were females, 73% were Hindus, 81.3% of teachers were married, 57% were have master degree with M.Ed, 57% were had teaching experience of 10–20 years, 36% were dealing XII Std, all 100% teachers had child psychology in their curriculum and 69% had not attended In-service education program on behavioural problems.

About the knowledge, maximum 61 (81.3%) were having inadequate knowledge and 14 (18.7%) were having moderately adequate knowledge. None of them possessed with adequate knowledge.

Table 1: Knowledge domain wise comparison of Mean, SD and Meanpercentage of behavioral problems of adolescents.

Knowledge domain	Max score	Mean	SD	Mean %
Contact disorder	12	4.41	2.32	36.75
Emotional disorders	17	4.57	2.12	26.88
Substance abuse	11	3.68	2.29	33.45
Over all	40	12.6	5.99	31.5

The table 1 show that, the highest mean score (4.57 ± 2.12) which is 26.88% of the total score was obtained for the area 'Emotional disorders', and followed by (4.41 ± 2.32) which is 36.75% in the area of contact disorder and the lowest mean score (3.68 ± 2.29) which is 33.45% of the total score was

obtained in the area 'Substance abuse'.

With regards to skill, maximum 71 (94.7%) were having inadequate skill and 4 (5.3%) were having moderately adequate skill. None of them were having adequate skill.

Table 2: Dimension wise comparison of Mean, SD and Mean percentage of Skill scores of school teachers on selected behavioral problems of adolescents

Skill dimension	Max score	Mean	SD	Mean %
Conduct disorder	10	3.45	1.01	34.5
Emotional disorder	10	2.95	0.80	29.5
Substance abuse	10	2.85	1.03	28.5
Over all	30	9.25	2.84	30.8

Table No. 2 shows the dimension wise comparison of mean, SD and mean percentage of skill scores school teachers on assessing selected behavioral problems of adolescents showed that

among 3 dimensions, the highest mean score (3.45 ± 1.01) which is 34.5% of the total score was obtained for the area 'contact disorders', followed by mean score (2.95 ± 0.80) which is 29.5% obtained in the

area of Emotional Disorders and the lowest mean score (2.85 ± 1.03) which is 3.23% of the total score was obtained in the area 'substance abuse'.

The calculated 'r' value is 0.982, the P value <0.0001 and correlation is significant. There is a +ve correlation and hence it infer that while there is an improved score in knowledge there is an improved skill score. Age, educational status got associated with the Knowledge level and years of experience and attended inservice education programme are associated with the Skill score with p value 0.05 level.

DISCUSSION

The aim of the present study was to assess the teachers knowledge on behavioral problems of adolescents. 75 higher secondary school teachers were selected from government higher secondary schools. Data collected with closed ended knowledge questionnaire and observation check list. The collected data were analyzed by descriptive and inferential statistics. The findings of the study reveals that, majority of teachers were having inadequate knowledge (81.3%) and skill (94%). The knowledge and skill was positively correlated ($r=0.982$) and Age, educational status got associated with the Knowledge level and years of experience and attended inservice education programme are associated with the Skill score with p value 0.05 level.

CONCLUSION

Teachers are the second parent in the care of children and adolescents. Early identification of maladaptive behavior of adolescents is essential in their bright future and it mostly rest on teachers. The present study is designed to assess the teachers knowledge on behavioral problems of adolescence and the finding show that, they were lack in knowledge and skill regarding it. With the findings the study recommends the future researchers to address the needs of teachers in terms of knowledge of behavioural problems of adolescents.

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