



A STUDY TO ASSESS THE KNOWLEDGE OF SCHOOL TEACHERS REGARDING ANTI-SOCIAL BEHAVIOR AND ITS PREVENTION AMONG STUDENTS OF SENIOR SECONDARY SCHOOLS AT JAGADHRI, HARYANA

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ABSTRACT

Anti-social behaviors among school aged children and youth are a leading concern among both educators and the general public. Schools continue to face the formidable challenge to prevent anti-social behaviors from occurring and intervene with those students who have or are beginning to display the “*Soft Signs*” of anti-social behavior. One of society’s most effective weapons for reducing anti-social behavior and helping at-risk children and teens is education. Anti-social behavior is any action or behavior that is disruptive and hostile towards other individuals. some examples of anti-social behavior though it is smaller degree are; bullying and insulting a person or group, vandalism, mutilation, kleptomania, molestation, abstinence from school, substance abuse, malice and eve-teasing. Anti-social behavior can be dealt through education, changing a person’s environment and treated even using psychotherapy or medications.

Aim

The main aim of this article is to assess the knowledge of school teachers regarding anti-social behavior and its prevention among students of senior secondary schools at Jagadhri, Haryana.

Method

The research design of the study was descriptive cross sectional survey approach. The population was teachers of senior secondary school at Jagadhri. The study originated with a sample of 50 teachers of senior secondary school with convenient sampling technique.

Results

The present study shows that highest percentage 40% of teachers in the age group of 31-35 years and the lowest 4% were in the age group of >36. According to educational status depicts that the highest 62% of teachers were post graduate and the lowest 38% of teachers were graduate. There was significant association between the knowledge scores of the teachers when compare with the demographic variables *i.e.*, marital status, gender, religion and teaching experience. There was no significant association between the knowledge scores and the demographic variables *i.e.*, age and educational status.

Conclusion

The study concluded that the majority of senior secondary school teachers had moderate knowledge regarding prevention of anti-social behavior.

Keywords: – Anti-social behavior, School, Children, Teachers, Knowledge, Substance abuse and Education.

INTRODUCTION

India is the 2nd most country in the world with a total population of over 1,231 million people and in this population, adolescents comprises a nearly 23% of the population over the past 50 years, anti-social behavior has increased in frequency and severity among adolescents [1]. Anti-social behavior among youth is a major national concern, and about one out of every three students drop out of school. Factor related to anti-social behavior are reviewed with emphasis placed on their prevalence in the school suggestions are provided as what teachers can do to prevent, rather than foster, anti-social behavior and dropout of school.

A national study found that 12% of secondary school students reported that they have been the victim of bullying, physical assault, or robbery at school or on the way to school during the preceding school year and 20% of Africa, American and Hispanic teens have indicated that crime, or the threat of crime, have caused them to remain home from school or cut class [2]. The consequences of violence and related activities presently pose a major public health problem for society. The identification containment, referral, assessment and treatment of aggressive young people are challenges for many community institutions, including schools, juvenile justice authorities and clinical mental health resources [3].

Mental health professionals agree rising rates of serious school disciplinary problems, delinquency, and violent crime indicate that anti-social behavior in general is increasing 30% to 70% of childhood psychiatric admissions are for disruptive behavior disorders and diagnosis of behavior disorders are increasing over all. In the United States it is reported that 2% of children between 7-17 years attend Juvenile courts. Comparable statistics are not available in India, but Juvenile delinquency has increased in India during the past 2-3 decades due to change in the culture pattern of the people, urbanization and industrializations. The highest incidence is found in children aged 15 and above the incidence among boys are 4-5 times more than girls [4].

In other term “conduct disorder” to describe a persistent pattern of child anti-social behavior that violent fundamental social safe the basic right of other. Among this group a large number of risk factors that has been associated with aggressive and anti-social behavior. Risk factors of behavior problems occur throughout children’s development and if it is not connected, making intervention in late childhood is more difficult. The interventions we can divide into two, home interventions and social interventions. Early intervention should address parental care and social and economic adjustment of mother. After a child is born and more important thing is that school provide important places to refer prevention intervention [5].

Some studies suggested that the social and home environment has contributed to the development of anti-social behavior. The parents of these children have been shown to display anti-social behavior, which could be adopted [6].

NEED FOR THE STUDY

Anti-social behavior can start out in child hood adolescence or in adulthood, and it is behavior that lacks consideration for others and may cause damage to the society, either intentionally or by compulsive impulses. This is opposed to de-moral responsibility of the citizen towards the society.

People with anti-social behavior may violate social rules, sabotage the basic rights of others. This encompasses a large spectrum of actions like being hostile or intimidating to others or harmful to the organization or society such murder, rape, substance abuse, vandalism, being pervert, sometimes harming themselves (self-mutilation) defiance of generally accepted rules and behavior. Some examples of anti-social behavior though it is smaller degree are; abstinence from school (bunking), kleptomaniac, substance abuse, bullying, eve-teasing, destructive behavior (vandalism), self-harm (mutilation), malice, molestation etc., [1, 7].

Anti-social children and youth are at serious risk for a number of negative outcomes school dropout, vocational maladjustment, drug and alcohol abuse, relationship problems and higher hospitalization and mortality rates. The severity of anti-social behavior patterns also is associated with an increased risk for police contacts and arrests. The best that can be done for children and youth with behavioral problems is to keep

them engaged in school, where educators can develop their skills, maintain a positive influence, and prevent involvement with disruptive groups during school hours [2].

Academic programs that show the most promise of preventing anti-social behavior are those that adjust to the student functional level, program frequent success and assume the responsibility for teaching without relying on out of school resources [7].

By using primary prevention at school level activities to prevent risk of developing anti-social patterns. Activities may include teaching conflict resolution, emotional literacy, and anger management skills on a school wide or universal basis. Such interventions have the potential not only to establish a positive school climate, but to divert students mildly at risk of anti-social behaviors. Primary prevention can prevent 75 percent to 85 percent of student. A majority of students who do not respond to primary prevention will respond to more individualized secondary prevention efforts, including behavioral or academic support, monitoring, and skill development. Secondary prevention strategies also include small-group social-skills lessons, behavioral contracting, specialized tutoring, remedial programs, counseling and mentoring.

Students with persistent patterns of anti-social behavior require more intensive interventions, and can benefit from intensive individualized services that involve families, community agency personnel, educators, administrators, and support staff. These strategies require comprehensive assessments of the problem, and involve flexible, comprehensive and sustained interventions [8].

The present day adolescents are faced with many pressures as compared to the older generation. The adolescent period is a stage, which provides a platform for the personality of an individual. Hence it is necessary to study the factors which lead to the anti-social behavior and how to prevent the anti-social behavior in adolescence [4]. Some surveys conducted in India have shown that between 24% and 54% of learning disabled children have behavior problems, which means teacher have a great role to identify and correct these problems [3].

OBJECTIVES

- To assess the knowledge of school teachers regarding anti-social behavior and its prevention among students.
- To find out the association of levels of knowledge of school teachers regarding antisocial behavior and its prevention with selected demographic variables.

MATERIALS AND METHODS

Research approach: Descriptive survey approach was used for this study.

Research design: Descriptive cross sectional study. In this research study, the population consists of teachers of senior secondary schools.

Target population: The target population includes the teachers of senior secondary schools of Jagadhri, Haryana.

SAMPLING TECHNIQUE AND SAMPLE SIZE

In the research study the samples were selected through a convenient sampling technique. The total sample size for this study was 50.

INSTRUMENT

Structured knowledge questionnaire.

RESEARCH VARIABLES

Independent variables: Demographic variables such as Age, Gender, Marital status, Educational status, Religion, Total year of teaching experience, have you over-come across any student having anti-social behavior, and exposure to any information regarding anti-social behavior.

Dependent variables: Knowledge in prevention of anti-social behaviors among teachers of senior secondary school.

SAMPLING CRITERIA

Inclusion Criteria

- Teachers who are available during the period of data collection.
- Teachers who are willing to participate in the study.
- Teachers who are taking classes for students of 11th and 12th standard.

Exclusion Criteria

- Teachers who are not available during the period of data collection.
- Teachers who are not willing to participate in the study.
- Teachers who are not taking classes' for students of 11th and 12th standard.

DEVELOPMENT AND DESCRIPTION OF THE TOOL

Preparation of the Tool

A structured interview schedule was prepared by referring related literature, research studies and other available documents.

Description of the Tool

The structured interview schedule was divided into three parts.

Section I: It consists of demographic variables such as age of the teacher, sex, marital status, education status, religion, years of teaching experience; experience with children having anti-social behavior and exposure to any information regarding anti-social behavior.

Section II: It consists of the structured knowledge questionnaire to assess the knowledge of school teachers regarding anti-social behavior and its prevention. It consists of 25 Questions.

PILOT STUDY

Pilot study was conducted on 5 teachers of senior secondary school at Jagadhri, Haryana. The purpose of the pilot study was to assess the feasibility of the study and to detect any inadequacies of drafted interview schedule, so as to detect the problems that must be eradicated before the major study is attempted. The pilot study was found feasible and the interview schedule was clear and understandable to senior secondary school teachers. The pilot study subjects were not included in the main study.

CONTENT VALIDITY

Content validity refers to the degree to which an instrument measure what is intended to measure. In order to measure the content validity, the prepared instruments along with the objectives, blue print and criteria rating scale were submitted to 7 experts from different field such as 5 child health nursing, 1 doctor and 1 statistician to establish the content validity. Based upon their valuable suggestion and recommendation the tool was reframed.

PROCEDURE FOR DATA COLLECTION

After obtaining the formal permission from the principal, the purpose of the study was explained to the senior secondary school teachers and written consent was taken before starting the study. The senior secondary school teachers were assured anonymity and confidentiality of the information provided by them. Data was collected with the help of interview schedule of knowledge questionnaire.

PLAN FOR DATA ANALYSIS

The obtained data was organized and entered in the master sheet. Data was analyzed by applying descriptive and inferential statistics. Mean, Standard deviation and Mean percentage was used to describe the variables. Chi-square test was used to find out the association between knowledge score with selected demographic variables.

Senior secondary school teachers who had scored in 17-25 score in knowledge questionnaire were categorized as having adequate knowledge, those have 9-16 score in knowledge questionnaire as moderate knowledge and those who scored below 9 score in knowledge questionnaire were considered as Inadequate knowledge.

RESULTS

SECTION A: — Description of Demographic Characteristics of Teachers

Percentage wise distribution of teachers regarding anti-social behavior according to age depicts that the highest 40% of teachers were in the age group of 31-35 years and the lowest 4% of teachers were in the age group of >36. However 32% and 12% of them were in the age groups of <25 and 26-30 years respectively.

Percentage wise distribution of teachers according to gender depicts that 74% of them were female and 26% of them were male.

Percentage wise distribution of teachers according to marital status depicts that highest 54% of teachers were unmarried and the lowest 2% of teachers were divorced. However 44% of them were married.

Percentage wise distribution of teachers according to educational states depicts that the highest 62% of teachers were post graduate and the lowest 38% of teachers were graduate.

Percentage wise distribution of teachers according to religion depicts that the high percentage 76% were Hindu and the lowest percentage of teachers 4% were Christian, however 12% and 8% were belongs to Muslim and Sikh respectively.

Percentage wise distribution of teachers according to total year of teaching experience depicts that the highest percentage 80% of teachers were less than 5 years of experience and the lowest 2% of teachers were more than 16 years of experience, however 14% and 4% of teachers have 6-10 years and 11-15 years of experience respectively.

SECTION B: — Overall Assessment of the Knowledge of Teachers Regarding Anti-social Behavior

Table 1.1: Overall assessment of the knowledge of teachers regarding anti-social behavior

Level of knowledge	Number	Percentage (%)
Inadequate	0	0%
Moderate	34	68%
Adequate	16	32%
Total	50	100%

Overall assessment of knowledge of teachers regarding anti-social behavior reveals that highest percentage (68%) of teachers have moderate knowledge regarding anti-social behavior, 32% of them were adequate knowledge, 0% of them were inadequate knowledge regarding anti-social behavior (**Fig 1.1**).

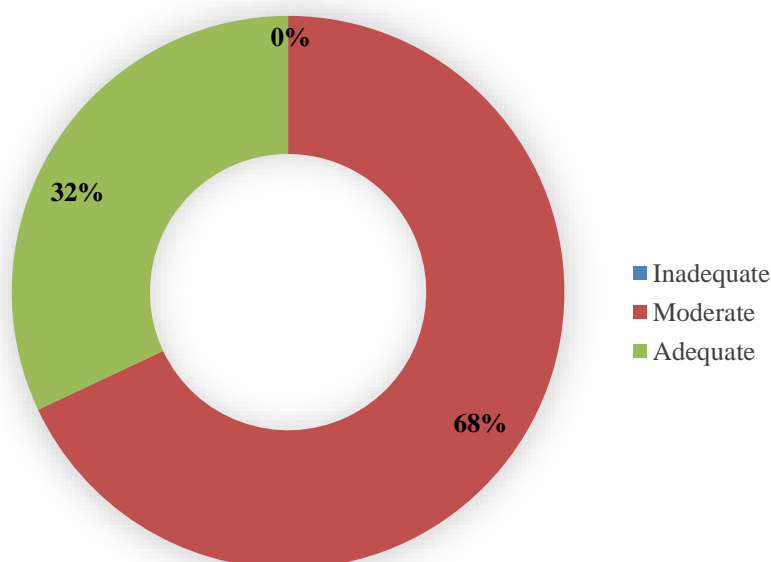


Fig. 1.1 Knowledge of teachers regarding anti-social behavior

SECTION C: — Association between the Knowledge Score and Demographic Variables**Table 1.2:** Association between the knowledge score with their demographic variables of senior secondary school teachers

S.No	Variables	df	Table value	Chi-square value	Level of significant
1.	Age	6	12.59	6.578	Not significant
2.	Gender	2	5.99	33.14	Significant
3.	Marital status	4	9.49	753.38	Significant
4.	Educational status	2	5.99	5.34	Not significant
5.	Religion	6	12.59	211.40	Significant
6.	Teaching experience	4	5.99	33.14	Significant

($p < 0.05$) is significant

Chi-square was calculated to find out the association between the knowledge scores and the demographic variables of the teachers regarding anti-social behavior. There was significant association between the knowledge scores of the teachers when compare with the demographic variables *i.e.*, marital status, gender, religion and teaching experience.

There was no significant association between the knowledge scores and the demographic variables *i.e.*, age and educational status.

DISCUSSION

The results show that majority of the senior secondary school teachers, 68% had moderate knowledge, 32% had adequate knowledge and 0% had inadequate knowledge. The overall finding of the study revealed that more than half of the senior secondary school teachers had moderate knowledge regarding prevention of anti-social behavior.

NURSING IMPLICATION

The findings of the study have implications in the field of nursing services, nursing education and nursing research.

Nursing Services

The content of the study will help the nursing professional working in the school for reinforcing their knowledge about various aspects of anti-social behavior. The finding will help the teachers to understand the necessity of providing in service educational programs and to improve the knowledge regarding anti-social behaviors and its prevention.

Nursing Education

Nursing education is the professional education that prepares nurses to render professional nursing care to people of all age groups, in all phases of health and illness in a variety of settings. The findings will help the student nurse to identify the need for getting equipped with adequate knowledge on various aspects of anti-social behavior. The findings will help the nurse educators to give more importance to practice based educational programs for teachers to improve their knowledge in school related to various aspects of anti-social behavior.

Nursing Research

There is a good scope for nurses to conduct research in areas like various strategies that can be adopted to improve the knowledge of teachers. Based on the result of the study nurse researcher can undertake similar studies on different groups. The findings of the study can be utilized for conducting research on the various aspects of anti-social behavior.

RECOMMENDATIONS

The following further studies are recommended, on the basis of the present study.

- A similar study can be done on large sample in different setting;
- Comparative study can be conducted between urban and rural school teachers.

CONCLUSION

The present study concluded that the majority of senior secondary school teachers had moderate knowledge regarding prevention of anti-social behavior. The need for taking greater responsibility by teachers in senior secondary students in the recognition of anti-social behavior and its management is being increasingly emphasized in the recent years. Many studies shows that anti-social behaviors among school aged children and youth are a leading concern among both educators and the general public. Education is one of society's most powerful tools for preventing displays of anti-social behavior and intervention with at-risk children and youth. Senior secondary school teachers will play important role regarding prevention of anti-social behavior. So implementing appropriate curricula and increase the knowledge of teachers regarding prevention of anti-social behavior can considerably affect children's behavior.

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