A Survey to assess the knowledge regarding health status of school children among primary school teachers

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Introduction:
Today’s children are tomorrow’s parents, citizens and leaders. Their sound health is our national wealth. As children are more precious assets and potentials of a country, the future strength of the nation is governed by how well they are being cared and reared. The health status of children of a nation is a highly reliable index of the health of its population. No country therefore can afford to neglect the right of health needs of her children. (National Association of School Nurses; 2001)

School health service is an important economical and powerful health care delivery to improve common health especially of future generations. It is comprehensive care of the health and well being of children throughout the school years. (Datta, 2009)

Objectives

1) To assess the knowledge of teachers about health status of primary school students.

2) To find a relationship between the level of knowledge of School teachers with selected demographic variables.

Review of literature has shown that although there was information and recognition of the issues related to health status of children, there are very few studies providing in-depth knowledge of health status of school children among primary school teachers. Hence the investigator felt there is a need of the study to assess the knowledge related health status of school children among primary school teachers in order to help teachers, students in broader view of Nation as a whole.

A study on Teachers’ knowledge of stimulant medication and ADHD conducted on 200 general educators and 200 special educators from Wisconsin using random sampling revealed that that teacher had limited knowledge about ADHD and the
use of psycho stimulant medication. Teachers' opinions about the effect of stimulant medication on school-related behaviors were generally positive, although special educations in teachers were more positive than general educators. The survey confirmed the previous research indicating that teachers were the school personnel who most frequently recommended an assessment for ADHD. The results were discussed in terms of their educational significance and implications for teacher preparation and continuing education. (Snider et al, 2003)

A study on School teachers’ knowledge of common health problems in Bahrain. They assess Bahraini schoolteachers’ knowledge of some common health problems using a pre-tested, structured questionnaire which requested information on schools, teachers’ demographic data, and knowledge about 5 common health problems in Bahrain: bronchial asthma, sickle-cell anemia, hypertension, diabetes mellitus and the dangers of smoking. We analyzed the data on 1140 respondents from a random selection of teachers in all schools in Bahrain. The schoolteachers scored only around 50% on average for knowledge about common health problems which indicates a need to educate schoolteachers about health in order to improve their knowledge and their capability to disseminate health knowledge and information to students. (Alnasir, 2004)

Pender’s Health Promotion Model, was used as a conceptual framework which included the three factors representing cognitive, perceptual factors, modifying factors, participation in health promotion factors.

**Development and description of the tool**

An Exploratory Descriptive Survey was used for the study. The group consisted of 200 samples that were selected on the basis of the non probability purposive sampling technique.

The type of tool was a structured knowledge questionnaire which was developed by the investigator to explicit the information from primary school teachers. The pilot study was conducted on 20 primary school teachers. Thus, the feasibility of the study was established.

The content validity of the tool was determined by 20 experts. The value of reliability coefficient was 0.84, which suggested that the tool is highly reliable.

**Setting**: various schools of PCMC in Pune.

The collected data was analyzed by using descriptive and inferential statistics based on the objectives.

**Analysis and Interpretation of data:**

- In the study the primary school teachers from the age group 20 years to 30 years were 38 %, primary school teachers from the age group 31 years to
40 years were 45.5 % i.e. high majority the primary school teachers were from the age group, 41 years to 50 years were 12.5 % and the primary school teachers above 50 years were 4 %.
- The majority samples 78 % were females and 22 % males.
- 33 % of the primary school teachers had 12\textsuperscript{th} D. Ed. Educational qualification, 17.5 % primary school teachers had completed their graduation with D. Ed. and 26 % primary school teachers had graduates with B. Ed. Education qualification, 11 % primary school teachers had post graduation with D. Ed. Education qualification and 12.5 % primary school teachers were post graduates with B. Ed. Education qualification.
- Majority of primary school teachers 43 % were having 1-5 years of teaching experience, 26 % were having 6-10 years of teaching experience years, 20.5 % were having 11-15 years of teaching experience and 10.5 % were having 16-20 years of teaching experience. Majority of the primary school teachers 83.5 % were married and 16.5 % were unmarried.
- The majority i.e. maximum frequency (156) is for the score 11 – 20. The frequency of class 0-10 is 17. The frequency of class 21-30 is 27.
- Also mean, median, mode of knowledge score is around 17.

**Conclusion:**
With the present research to investigate knowledge regarding health status of school children among primary school teachers, the investigator concluded that improvement is necessary in the knowledge regarding health status of primary school children.

**References**
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“The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself.”
Edward Bulwer-Lytton

Dr. Sarvepalli Radhakrishnan
Great Teacher, Philosopher, President, Bharat Ratna Awardee
Exceedingly popular among his students right from his early days as a professor at Presidency College, Madras (since April, 1909)

Dr. Sarvepalli Radhakrishnan was an evocative teacher. He was offered the professorship in Calcutta University when he was less than 30 years old. He served as Vice-Chancellor of Andhra University from 1931 to 1936. In 1939, he was appointed the Vice Chancellor of Banaras Hindu University. Two years later, he took over the Sir Sayaji Rao Chair of Indian Culture and Civilization in Banaras.

Recognition of his scholarship came again in 1936, when he was invited to fill the Chair of Spalding Professor of Eastern Religions and Ethics at Oxford which he retained for 16 years. His mastery on his subject and his clarity of thought and expression made him a much sought after teacher. But what made him even more popular was his warm-heartedness and his ability to draw out people. This aspect of his personality continued to win him countless admirers throughout his long and illustrious public life.

He earned very early international recognition as a philosopher. In 1952, the Library of Living Philosophers, an institute of world-wide repute, brought out a massive volume on ‘the philosophy of Sarvepalli Radhakrishnan’ devoted wholly to a critical appreciation of his philosophical doctrines.

When Dr. Radhakrishnan became the President of India in 1962, he was approached by some of his students and friends and requested him to allow them to celebrate 5th September, his “birthday”. In reply, Dr. Radhakrishnan said, “instead of celebrating my birthday separately, it would be my proud privilege if September 5 is observed as Teachers’ day”. The request showed Dr. Radhakrishnan’s love for the teaching profession. From then onwards, the day has been observed as Teachers’ Day in India.

Whatever position he held whether as President or Vice President or even as Ambassador, Dr. Radhakrishnan essentially remained a teacher all his life. The teaching profession was his first love and those who studied under him still remember with gratitude his great qualities as a teacher.

Bharat Ratna, the highest award of the nation, was conferred on him in 1954 in recognition of his meritorious service to mankind.

A good teacher is like a candle – it consumes itself to light the way for others.