

Comparative Study to Assess the Knowledge of Rural and Urban Primary School Teachers Regarding Selected Common Health Problems of School Children at Hassan District

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Abstract:- Today children are the tomorrow citizen of our Nation, Keeping school children healthier is our nation as healthy young India. We are finding one fifth of our population at school going at the age of bearing of 5-14 years. They are pursuing primary and secondary education 80% of school children are enrolled and even 65% of school children are attending on average of 200 days in a year. Hence the school teachers are playing vital role at school environment

➤ Objectives

- To assess the knowledge of the rural and urban primary school teachers regarding selected common health problems.
- To compare the knowledge of the rural and urban primary school teachers regarding selected common health problems of school children.
- To find out the association between knowledge of rural and urban primary school teachers about selected common health problems of school children with selected socio demographic variables

➤ Hypothesis

There will be significant difference between the knowledge regarding selected common health problems among urban primary school teachers and the primary school teachers working in rural area.

➤ Methods

The research approach adopted for this study was descriptive in nature. The sample consisted of 30urban and 30rural primary school teachers. Simple Random technique was used for the selection of samples.

➤ Results

The results of this study showed that the mean knowledge score of rural school teachers is 23.30 and standard deviation is 2.82 among rural primary school teachers. The mean knowledge score of urban school teachers is 30.17 and standard deviation is 2.55 among urban primary school teachers. The overall mean knowledge score of rural primary school teachers was significantly less than urban primary school teachers. The results show that there was an significant association between education level, years of experience, in-service education, and mass media and knowledge on selected common health problems among rural and urban primary school teachers

➤ Conclusion

The findings of the study focuses or stresses that there is a need for conducting educational programme to increase the knowledge level of primary school teachers both urban and rural areas on selected common health problems of school children. Educating teachers and motivating them to set up in right direction can enhance their knowledge and allay negative response towards selected common health problems of school children. The study proved that rural primary school teachers have poor knowledge and negative response on selected common health problems of school children than urban primary school teachers and there is a need to improve their knowledge level by conducting Health education programme.

Keywords:- Assess, Compare, Knowledge, Urban, Rural, Primary School Teacher, Selected Common Health Problems, School Children.

I. INTRODUCTION

“Children are the wealth of tomorrow; take care of them, If you wish to have a strong India ever ready to meet various challenges”.

PANDIT JAWAHARALAL NEHRU

The health of children and youth is a fundamental value. Health Services for School children is a must for building a healthy young India. Over one fifth of our population comprises of children aged 5-14 years, which is the group covering primary and secondary education. Among these only about 80% of children are enrolled and about 65% are regularly attending school on average for 200 days in a year.

Children between 5-14 years of age spend most of their time in the school. The school is an ideal place for learning and growing up. If schools are to become power house of health education, we need to go for a change in the curriculum. The World Health Organization considers school as a health promoting one when it is constantly strengthening its capacity as a healthy setting for living, learning and working. Health education, health services and healthy school environment are components of such schools. “School can do more than any other institution in society to help young people lead healthier, longer and more productive lives.”

The teacher has maximum opportunity for close observation of children’s health and to find out the deviation from normal health. As school health nurses are not appointed in the schools, this responsibility falls on the teachers. This rich resource and influencing factor must be tapped in the wider content of the situation and teachers need to be educated to cope up with health and illness of the children.

The problems of school children are very common; more over most of them are preventable. Hence primary school teachers could play a significant role in identifying these health problems among school children. This becomes a vital role for primary school teachers because of inadequacy of health personnel in giving care to the school children.

As per 2001 census India has 375 million children who are between 5-14 years of age (school age): Number of children in the world - 2.2 billion, Number of children in poverty -1 billion (every second child) - Shelter, safe water and health. For the 1.9 billion children from the developing world, there are:

- 640 million without adequate shelter (1 in 3)
 - 400 million with no access to safe water (1 in 5)
 - 270 million with no access to health services (1 in 7)
- Children out of education worldwide----121 million.

➤ *Survival of children Worldwide*

10.6 million died before they reached the age of 5, 1.4 million Children die each year from lack of access to safe drinking water and adequate sanitation.

➤ *Health of children*

2.2 million Children die each year as they are not immunized. In the light of the above literature it is found essential to assess the knowledge of primary school teachers of urban and rural school teachers regarding causes, identification, prevention and responsibilities towards common health problems and to plan health teaching through STP in the future based on the level of knowledge and growing realization of importance of the health in this area.

II. METHOD AND MATERIALS

The research approach adopted this for Study was an comparative and descriptive survey in nature. Setting of the study is **Rural area:** Number of Primary Schools coming under Shantigram Primary health center -20. In that 5 schools and 30 teachers were selected by Simple Random Sampling (lottery method) and in **Urban area:** Number of Primary Schools in Hassan city. In that 2 schools and 30 teachers were selected by Simple Random Sampling (lottery method). Primary School Teachers Working in Hassan City (urban), Primary School Teachers Working in Shantigram Primary health center (rural). The data were collected through the structured questionnaire analyzed by using relevant descriptive and inferential statistics. Written permission was obtained from Head Masters of selected primary schools both in urban and rural schools and PHC Medical officers Higher authorities for the study, with co-operation of Nursing personnel of PHC, study was started on 20th August to 20 September. The investigator maintained Good Interpersonal relationship with the public, to get co-operation for the study. The investigator collected the data from Urban and Rural Primary school teachers.

III. RESULT

The data were caterogorized into four sections:

➤ *SECTION 1*

Assessment of demographic variables of rural and urban primary school teachers of Hassan district.

➤ *SECTION-2*

Assessment of knowledge of the rural and urban primary school teachers regarding selected common health problems.

➤ *SECTION-3*

Compare the knowledge of the rural and urban primary school teachers regarding selected common health problems of school children.

➤ *SECTION-4*

Associate between knowledge about selected common health problems of children with selected socio demographic variables.

➤ SECTION-I:- DEMOGRAPHIC VARIABLES OF RURAL AND URBAN PRIMARY SCHOOL TEACHERS

Demographic information		group			
		Urban		Rural	
		n	%	n	%
Age	20-25 yrs	11	36.7%	13	43.3%
	25-30 yrs	12	40.0%	12	40.0%
	30-35 yrs	5	16.7%	3	10.0%
	> 35 yrs	2	6.7%	2	6.7%
Sex	Male	16	53.3%	14	46.7%
	Female	14	46.7%	16	53.3%
Education	SSLC with Teacher Training programme	0	0.0%	14	46.7%
	PUC with Teacher Training programme	17	56.7%	13	43.3%
	Degree with Teacher Training programme	13	43.3%	3	10.0%
Religion	Hindu	15	50.0%	27	90.0%
	Muslim	10	33.3%	3	10.0%
	Christian	5	16.7%		
Marital status	Married	13	43.3%	20	66.7%
	Unmarried	17	56.7%	10	33.3%
Experience	< 5 yrs	13	43.3%	21	70.0%
	5-10 yrs	14	46.7%	6	20.0%
	>10 yrs	3	10.0%	3	10.0%
In service	Yes	9	30.0%	6	20.0%
	No	21	70.0%	24	80.0%
School health programme	Yes	12	40.0%	9	30.0%
	No	18	60.0%	21	70.0%
Type of school	Private	15	50.0%	7	23.3%
	Government	9	30.0%	23	76.7%
	Aided	6	20.0%	0	0.0%
Mass media	TV	5	16.7%	9	30.0%
	Magazine	2	6.7%	21	70.0%
	Radio	8	26.7%	0	0.0%
	News paper	10	33.3%	0	0.0%
	Internet	5	16.7%	0	0.0%

Table 1:- Demographic Variables of Rural and Urban Primary School Teachers (N=60)

➤ SECTION –II:- Urban and Rural primary school teacher's percentage of knowledge on different aspects of common health problems

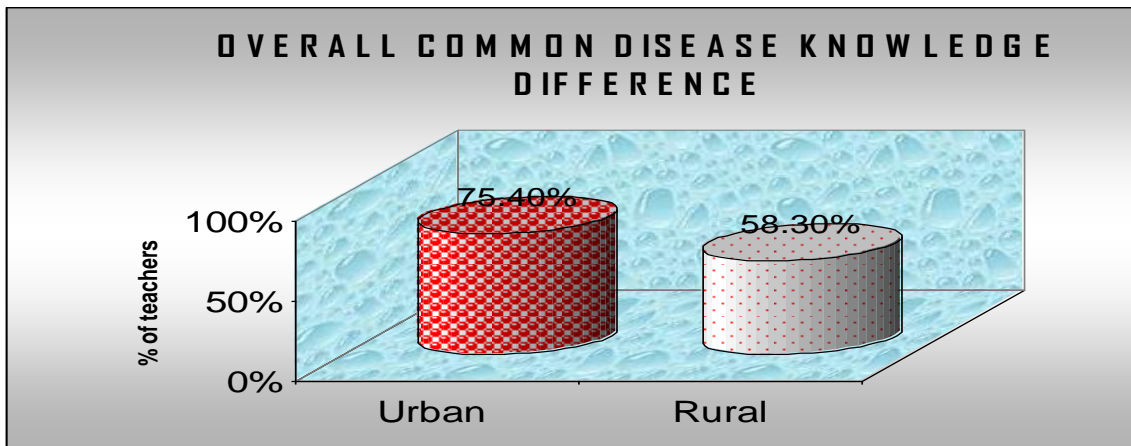


Fig 1:- Multiple bar diagram showing overall common disease knowledge difference of rural and urban primary school teachers.

➤ SECTION –III:- To compare the knowledge of the rural and urban primary school teachers regarding selected common health problems of school children.

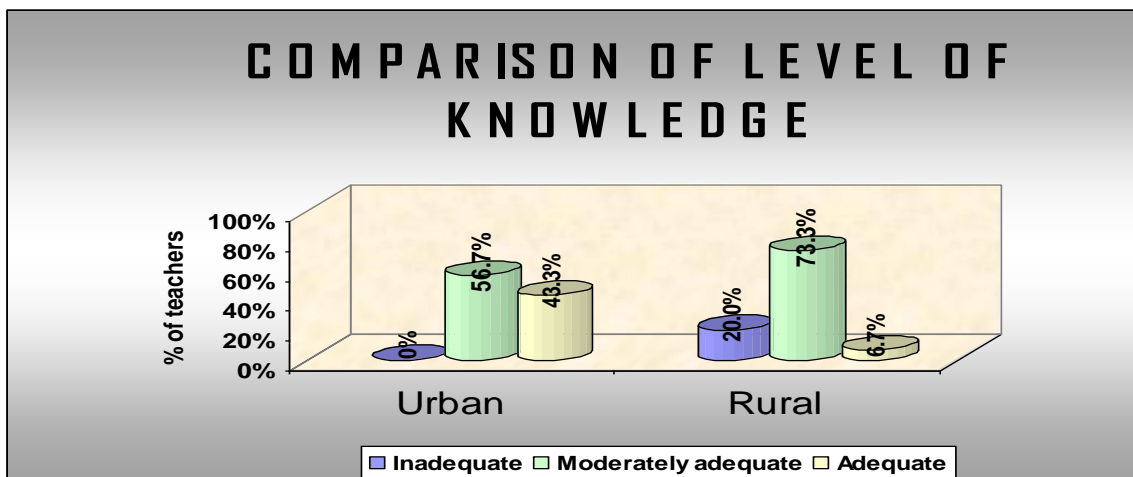


Fig 2:- Multiple bar diagram showing comparison of level of knowledge of rural and urban primary school teachers.

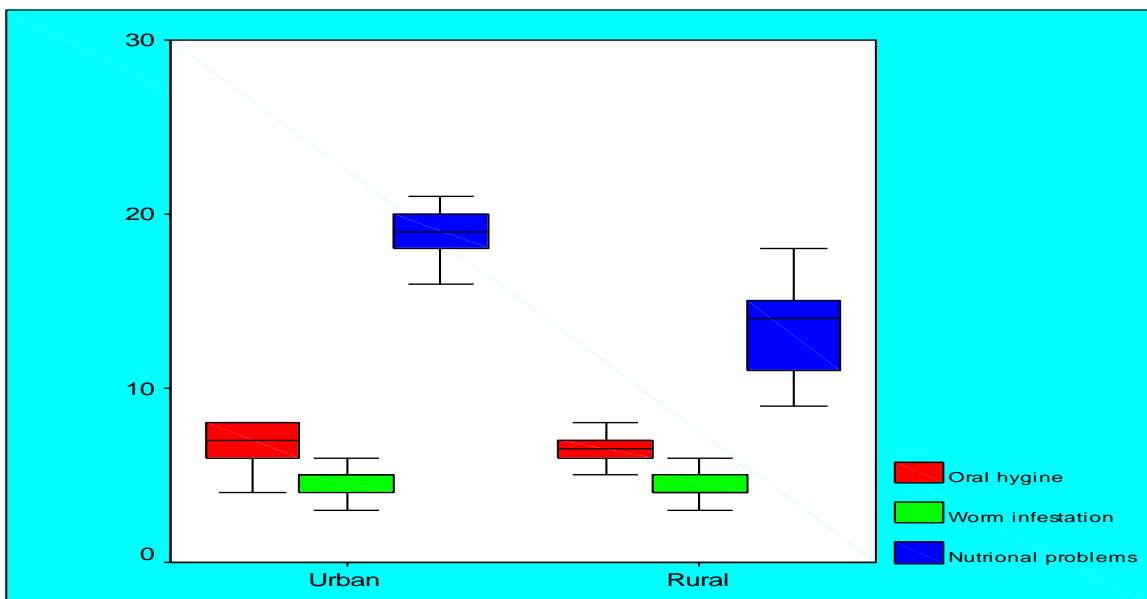


Fig 3:- BOX PLOT compares the different aspects of common health problems between Urban and Rural teachers.

➤ SECTION –IV:- ASSOCIATION BETWEEN DEMOGRAPHIC VARIABLES AND THEIR LEVEL OF KNOWLEDGE SCORE ON COMMON HEALTH PROBLEM (Urban)

		LEVEL OF KNOWLEDGE				Chi square test
		Moderately adequate		Adequate		
		n	%	n	%	
Age	21-25 yrs	9	81.8%	2	18.2%	$\chi^2=8.74$ P=0.03 significant
	26-30 yrs	8	66.7%	4	33.3%	
	31-35 yrs	1	20.0%	4	80.0%	
	> 35 yrs	0	0.0%	2	100.0%	
Sex	Male	7	43.8%	9	56.3%	$\chi^2=2.33$ P=0.13 notsignificant
	Female	10	71.4%	4	28.6%	
Education	PUC with Teacher Training programme	9	52.9%	8	47.1%	$\chi^2=0.22$ P=0.64 Notsignificant
	Degree with Teacher Training programme	8	61.5%	5	38.5%	
Religion	Hindu	8	53.3%	7	46.7%	$\chi^2=1.36$ P=0.51 Notsignificant t
	Muslim	5	50.0%	5	50.0%	
	Christian	4	80.0%	1	20.0%	
Marital status	Married	3	23.1%	10	76.9%	$\chi^2=3.84$ P=0.05 significant
	Unmarried	10	58.8%	7	41.2%	
Experience	< 5 yrs	7	53.8%	6	46.2%	$\chi^2=2.59$ P=0.27 Notsignificant
	5-10 yrs	7	50.0%	7	50.0%	
	>10 yrs	3	100.0%			
In service	Yes	4	44.4%	5	55.6%	$\chi^2=0.78$ P=0.38 Notsignificant
	No	13	61.9%	8	38.1%	
School health programme	Yes	6	50.0%	6	50.0%	$\chi^2=0.36$ P=0.55 Notsignificant
	No	11	61.1%	7	38.9%	
Type of school	Private	8	53.3%	7	46.7%	$\chi^2=0.54$ P=0.26 notsignificant
	Government	6	66.7%	3	33.3%	
	Aided	3	50.0%	3	50.0%	
Mass media	TV	4	80.0%	1	20.0%	$\chi^2=10.05$ P=0.04 significant
	Magazine	1	50.0%	1	50.0%	
	Radio	4	50.0%	4	50.0%	
	News paper	8	80.0%	2	20.0%	
	Internet			5	100.0%	

Table 2:- Association Between Demographic Variables And Their Level Of Knowledge Score On Common Health Problem (Urban) (N=60)

Demographic variables		LEVEL OF KNOWLEDGE						Significance
		Inadequate		Moderately adequate		Adequate		
		n	%	n	%	n	%	
Age	21-25 yrs	1	7.7%	11	84.6%	1	7.7%	$\chi^2=7.48$ P=0.29 notsignificant
	26-30 yrs	3	25.0%	9	75.0%	0	0.0%	
	31-35 yrs	1	33.3%	1	33.3%	1	33.3%	
	> 35 yrs	1	50.0%	1	50.0%	0	0.0%	
Sex	Male	3	21.4%	11	78.6%	0	0.0%	$\chi^2=1.87$ P=0.39 notsignificant
	Female	3	18.8%	11	68.8%	2	12.5%	
Education	SSLC with Teacher Training programme	4	28.6%	10	71.4%	0	0.0%	$\chi^2=4.43$ P=0.35 Notsignificant
	PUC with Teacher Training programme	1	7.7%	10	76.9%	2	15.4%	
	Degree with Teacher Training programme	1	33.3%	2	66.7%	0	0.0%	
Religion	Hindu	4	14.8%	21	77.8%	2	7.4%	$\chi^2=4.58$ P=0.10 Notsignificant
	Muslim	2	66.7%	1	33.3%	0	0.0%	
Marital status	Married	0	0.0%	14	87.5%	2	12.5%	$\chi^2=9.55$ P=0.001 significant
	Unmarried	6	42.9%	8	57.1%	0	0.0%	
Experience	< 5 yrs	3	9.5%	19	85.7%	0	0.0%	$\chi^2=24.96$ P=0.001 significant
	5-10 yrs	3	50.0%	2	33.3%	0	0.0%	
	>10 yrs	0	0.0%	0	0.0%	2	100.0%	
In service	Yes	2	33.3%	3	50.0%	1	16.7%	$\chi^2=2.33$ P=0.31 Notsignificant
	No	4	16.7%	19	79.2%	1	4.2%	
School health programme	Yes	1	11.1%	7	77.8%	1	11.1%	$\chi^2=0.92$ P=0.63 Notsignificant
	No	5	23.8%	15	71.4%	1	4.8%	
Type of school	Private	1	14.3%	6	85.7%	0	0.0%	$\chi^2=0.94$ P=0.63 notsignificant
	Government	5	21.7%	16	69.6%	2	8.7%	
Mass media	TV	2	22.2%	6	66.7%	1	11.1%	$\chi^2=0.49$ P=0.78 notsignificant
	Magazine	4	19.0%	16	76.2%	1	4.8%	

Table 3:- ASSOCIATION BETWEEN DEMOGRAPHIC VARIABLES AND THEIR LEVEL OF KNOWLEDGE SCORE ON COMMON HEALTH PROBLEM (Rural) (N=60)

IV. CONCLUSION

The study also revivals that there was an association between demographic variables and knowledge on selected common health problems of school children between urban and rural primary school teachers at Hassan district.

Many studies also support that there was difference in knowledge on selected common health problems of school children between urban and rural primary school teachers and also there was lack of knowledge and misconception prevailed among teachers. The statistical report also shows that there were only 10-15% of rural primary school teachers has lack of knowledge about selected common health problems of school children than urban primary school teachers. The data were analyzed, on the basis of objectives of the study.

SUMMARY

The setting of the study was under Shanthigrama PHC Primary schools and Primary schools at Hassan city. Simple Random sampling technique was used to select the subjects. The sample size was 60 (30 Urban primary school teachers and 30 Rural primary school teachers). The tool used for this study consists of two sections, section 1:- consist of demographic variables, section 2:-consists of various questionnaires related to knowledge on selected common health problems. Content validity of the tool was given by experts and tool is found to be reliable and flexible during the pilot study.

The main study was conducted from 20th August to 20th September in rural and urban primary schools at Hassan district. The data were analyzed and interpreted in terms of objectives formulated, descriptive and inferential statistics were used for analysis.

The result of this study showed that differences in Mean knowledge score percentage between urban and rural school teachers is 17.1%. There was co-relation between knowledge score between urban and rural primary school teachers. The result also depicted that there was an association between knowledge with some demographic variables, both in urban and rural primary school teachers. It was significant at $P < 0.001$ level. The study explores that there was significant difference in knowledge among urban and rural primary school teachers. It stresses that there is need of education programme based on the level of knowledge on selected common health problems of school children's to school teachers

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