

Experimental Study Regarding School Phobia; School Refusal (Truants) Among Mothers of Pre-School Children's Living in Latur District (3-6 Yrs)

Sivanathan NT¹, Chinnasamy Azhagesan²

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Abstract

Introduction: School phobia is when the child is very nervous and refuses to go to school. It is also called school avoidance or school refuse. A phobia is a strong fear of something for no obvious reason. Phobias can cause very bad anxiety or panic attacks. School phobias are common when children start school between 5 to 10 years of age. The title of the study is "Knowledge regarding school phobia and its prevention among mothers of children in selected area kadhgaon road latur." **Objectives:** 1) To assess the knowledge regarding school phobia among mothers. 2) Find out the association between knowledge regarding school phobia among mothers and selected demographic variables. 3) Compare the knowledge of mothers pretest and post test school phobia in children and its management and prevention. **Methodology:** Quazi experimental research design used. Among 30 mothers of children between (5-10 years), using non-probability convenience sampling technique and the data was collected using structured knowledge questionnaire regarding school phobia and its prevention among the mothers. **Results:** The results revert that majority of mothers age 24 to 26 years 12 (40%); living style is 17 joint family (56%); major education among mothers 15 (50%) primary education and major mother occupation is labor 21 (70%). The pretest knowledge score mean is 1.54 after the structure teaching programme the mean score is increased to 2.87. Hence, Concluding that after structure teaching programme the knowledge level increased.

Keywords: School Phobia; School refuse; truants Pre-scholar; Child of mother.

Introduction

According to the *American Psychiatric Association*, a phobia is an irrational and excessive fear of an object or situation. In most cases, the phobia involves a sense of endangerment or a fear of harm. School phobia is a problem that is stressful for children, families, and school personnel. Failing to attend school has significant short and long term effects on children's social, emotional, and education development. School phobia often is

associated with co morbid psychiatric disorders such as anxiety and depression. It is important to identify problems early and provide appropriate interventions to prevent further difficulties.

School phobia is a complex syndrome that can be influenced by the child's temperament, the situation at school, and the family situation. Current thinking defines school phobias or school refusal as an anxiety disorder related to separate anxiety. Children refuse to attend school because doing so causes uncomfortable feelings, stress, anxiety, or panic. Many children develop physical symptoms, such as dizziness, stomachache, or headache, when they are made to go to school.

Need for study

School phobia is real, serious and treatable; Experts believe that school phobia is caused by both a combination of biological and environmental factors, much like other disorders such as Asperger

Author Affiliation: ^{1,2}Associate Professor, Department of Pediatric Nursing, Maharashtra Institute of Nursing Sciences, Latur, Maharashtra 413512, India.

Corresponding Author: Chinnasamy Azhagesan, Associate Professor, Department of Pediatric Nursing, Maharashtra Institute of Nursing Sciences, Latur, Maharashtra 413 512, India.

E-mail: sivanathan111@gmail.com

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Syndrome and Attention Deficit Hyperactivity Disorder.

Dr Harish Shetty, a psychiatrist said School phobia has also shot up among kids due to the increased general stress in the education environment, especially in pre-primary. With such low awareness levels, often schools and mothers use harsh measures which aggravate the condition," -*Times of India -2015 Dec 16*.

A descriptive study was done to identify psychiatric disorder in children who fail to attend school. Interviews were conducted with mothers of 100 children indicated that there was a group of children with the features of school refusal who often had generalized neurotic disorders as well and who were mostly girls, another group with the features of truancy all of whom had conduct disorder who were mainly boys and a third cluster of children who were usually 'truants' but less often psychiatrically disturbed.

After over a year of missing school and nearly five and a half months of counseling, there are many students are not attending school by that has found by the researcher. So has taken interest in this area to improve formal schooling by the researcher.

Materials and Methods

Study design: Quazi-experimental research design.

Study area: Selected wards of kadgaon road latur

Study Population: Mothers of children between the age group of 5-10 years.

Setting of the Study: Khadgaon, Latur was selected as the setting for study,

Sample Size: The sample comprises 30

Sampling Technique: Under non probability convenient sampling technique.

Sample: A total of 30 women from selected rural area of kadgaon road.

Sampling technique: Non-probability convenience sampling technique was used to select the sample for this study

Inclusion criteria

- Mothers who are having children in the age group of 4-10 years.
- Mothers who are willing to participate in the student

Hypothesis

H₁: There will be significant difference between post-test score compare to pre-test score knowledge regarding school phobia.

H₂: There will be significance association between post-test knowledge regarding school phobia among mothers of children. in selected area kadgaon road latur and selected demographic variable

Development of tool for data collection: The final data collection instrument had two sections which included Section A-Demographic Variable Section B-Knowledge Questionnaire Validity of instrument: The content validity of the tools was obtained from various experts.

Reliability: Reliability of the tool was tested by split half technique (Spearman's Brown prophecy) where $r = 0.90$ was found.

A pilot study was conducted with three mothers of children to refine the methodology and to find the Effectiveness of Structured Teaching Programme on Knowledge Regarding School phobia

Data collection procedure

Data collection for the study was conducted at the selected rural area of kadhagaon road latur where the feasibility of conducting study was ensured after a written permission was obtained Data was collected of 30 mothers of children. Immediately after pre-test, structured teaching Programme on menopausal symptoms and its management were administered to the participants with the help of charts and flash cards as audio-visual aids. Evaluation of the Structured Teaching Programme was to be done by conducting post-test, 7 days after the implementation of Structured Teaching Programme

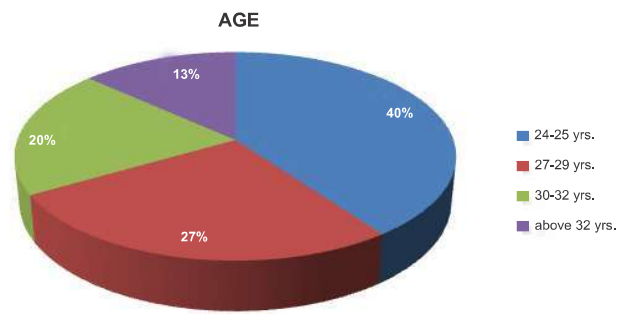
Results

The table 2 shows pretest overall mean is 1.54 and SD is 0.92 post test overall mean 3.58 and SD is 1.15 so the posttest mean and standard deviation score is increased. It reveals that the structure teaching programme was effective among mother of preschool children.

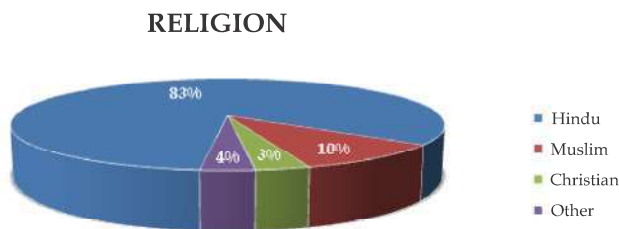
The table 3 shows that during pre-test 33.34% mother of preschool children had moderately adequate knowledge and 66.66% mother of preschool children had inadequate knowledge whereas, during post-test 43.34% mother of

Table 1: Frequency and percentage distribution of demographic characteristics of mothers of preschool children's in khadgaon area at latur district.

Sr. No	Demographic Variable	Number	Percentage %
Age			
(1)	(a) 24-26 yrs	12	40%
	(b) 27-29 yrs	8	26.66%
	(c) 30-32 yrs	6	20%
	(d) Above 32	4	13.33%
Religion			
(2)	(a) Hindu	25	83.33%
	(b) Muslim	3	10%
	(c) Christen	1	3.33%
	(d) Other	1	3.33%
Family Type			
(3)	(a) Single	9	30%
	b) Joint	17	56.66%
	(c) Nuclear	3	10%
	(d) Other	1	3.33%
Mother Education			
(4)	(a) Formal education	2	6.66%
	(b) Primary education	12	40%
	(c) Secondary education	15	50%
	(d) Degree	1	3.33%
Mother Occupation			
(5)	(a) House wife	21	70%
	(b) Labor	5	16.66%
	(c) Government employee	2	6.66%
	(d) Private employee	2	6.66%



(a)



(b)

Fig. 1(a)(b): Pie diagram showing percentage wise distribution of mothers according to their age

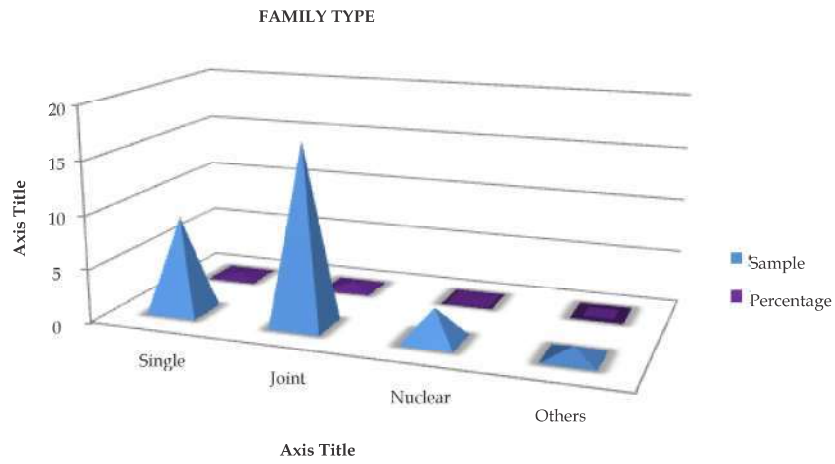


Fig. 2: Conical diagram showing percentage wise distribution of mothers according to family type.

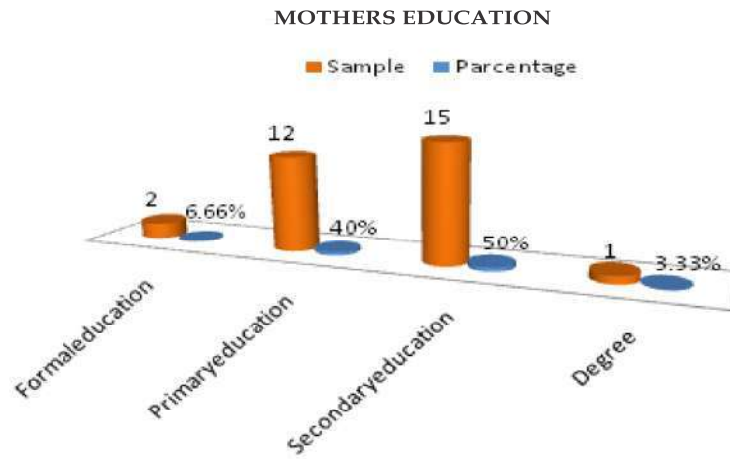


Fig. 3: Bar diagram showing percentage wise distribution of mothers according to mother education

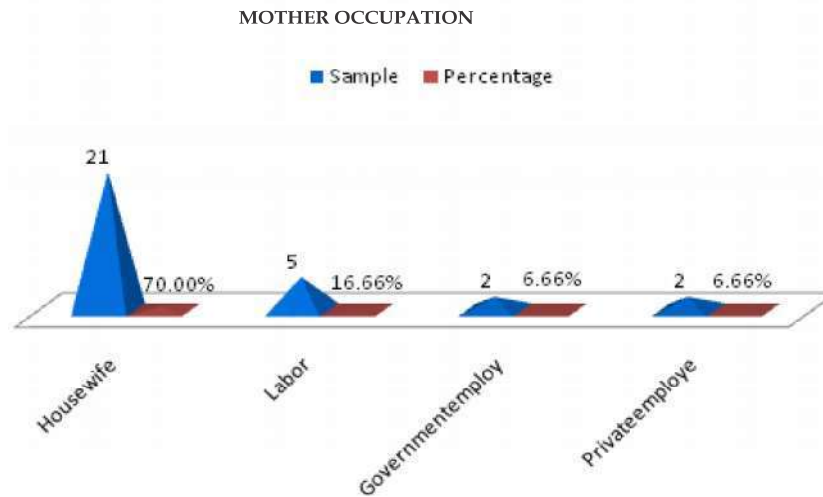


Fig. 4: Conical diagram showing percentage wise distribution of mothers according to mother occupation

Table 2: Assessment of level of knowledge regarding school phobia among mother of preschool children before and after the implementing of structure teaching programme

S. No.	Area	Maximum obtainable Score	Pre-test		Post-test	
			Mean	SD	Mean	SD
1	Definition, Meaning & Incidence of School Phobia	7	2.23	31.84	4.53	64.71
2	Causes of School Phobia	2	0.66	33	1.26	63
3	Symptoms of School Phobia	5	1.13	22.6	3.5	70
4	Prevention of School Phobia	7	2.16	30.85	5.06	72.28
	Overall	21	1.54	0.92	3.58	1.15

Table 3: Comparison of pre-test and post-test level of knowledge on school phobia among mother of preschool children.

Sr. No.	Level of knowledge	Pre-test knowledge score		Post-test knowledge score	
		Number	%	Number	%
1	Adequate (>76%)	0	0	13	43.34
2	Moderate (51-75%)	10	33.34	15	50
3	Inadequate (<50%)	20	66.66	2	6.66

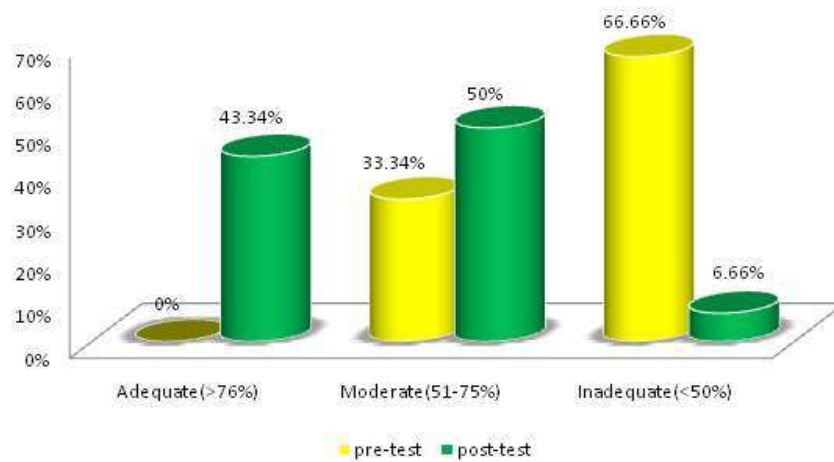


Fig. 6: Bar diagram showing comparison of pre-test and post-test knowledge on school phobia among mothers of preschool children.

Table 4: Comparison between differences of pre-test and post-test knowledge scores regarding school phobia among mothers of preschool children

Sr. No	Area	't' value	Level of Significance
1	Definition, Meaning & Incidence of School Phobia	-8.84	HS
2	Causes of School Phobia	-3.5	HS
3	Symptoms of School Phobia	-2	HS
4	Prevention of School Phobia	-8.52	HS
	Overall	5.71	HS

preschool children had adequate knowledge, 50% mother of preschool children had moderate adequate knowledge and 6.66% mother of preschool children had inadequate knowledge

Testing of hypothesis

To evaluate the effectiveness of structure teaching

programme on knowledge regarding school phobia among mother of preschool children, hypotheses testing was done using 't' test and chi-square test.

H₁: Comparison between differences of pre-test and post-test knowledge scores regarding school phobia among mothers of preschool children.

Table 4 shows that there is highly significance

Table 5: Association between pre-test score on school phobia among mother of preschool children with demographic variable

Sr. No.	Demographic variables	Df	Table value	X ² value	Level of significant
1	Age	3	9.84	0.297	No significant
2	Religion	3	9.84	2.36	No significant
3	Family type	3	9.84	2.79	No significant
4	Mother education	3	9.84	1.92	No significant
5	Mother occupation	3	9.84	2.7	No significant

difference between the area wise score of pretest and posttest. Hence, the stated null hypothesis is rejected and statistical hypothesis is accepted. Thus the difference observed in the mean score value of pretest and posttest were true difference.

H₂: Association between pre-test score on school phobia among mother of preschool children with demographic variable.

Table 5 shows that there was no significant association between pre-test knowledge scores of mother of preschool children when compared with demographic variables. Hence, null hypotheses related to association between pretest knowledge scores and demographic variables are accepted

It can be interpreted that structure teaching programme was effective for all mother of preschool children irrespective of their difference between in demographic variables.

Conclusion

The present study access the knowledge level of mothers at Khadgaon area, Latur regarding the, "School phobia and its prevention" and found that the mothers having 0 (0.0%) had adequate knowledge, 10 (33.34%) of them had moderately adequate knowledge and only 20 (66.66%) of mothers had inadequate knowledge

regarding "School phobia and its prevention" after the intervention regarding school phobia and its prevention the mothers of knowledge level increased to Adequate knowledge is 13 (43.34%) and inadequate knowledge is 2 (6.66%) and remain out of 30 sample are moderately adequate that is 15 (50%). So the researcher conclude that still other area of latur Maharashtra to be conduct the study to prevent anxiety disorder and school phobia.

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