



Original Research Article

Teachers Observation Regarding Health Problems of Adolescent Students in Bijapur District

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ABSTRACT

Teachers play vital role in the teaching set ups. As they play unique role in moulding the personality of the students during their formative period of school life which will intern effect the future generation in their overall development. Teacher witness the effects of poor health on children academic performance, problems that may often be neglected at home or simply accepted as a part of life. Teachers in many developing countries are well respected leaders and viewed as role models by students and their families and they therefore have important on their learning and actions. Teachers can be given basic training that allows them to provide health interventions that are essential for better performance in school additionally, teachers' perspectives on health needs are essential for developing effective health programme. Along with the routine teaching activities the observations made by the teachers, Care taken while teaching, guidance rendered by the teachers will not only enhance academic performances but also influences the quality of life of adolescents thus improves their self respect and confidence Information about health. **Conclusions:** A very poor knowledge and response of teachers was found about the observation of health problems of adolescents at school. There is a utter need to focus more on this aspect as one of the important component of child development Thus teachers along with their routine activities just by a simple and casual observation and proper action can greatly contribute to the prevention and early diagnosis of many diseases. In this way teachers can contribute to the quality of life of adolescents which leads to national development

Key Words: Teacher, Adolescent, Observation, Health problems

INTRODUCTION

Approximately 80% of world's children live in developing countries, their well being as adults depends heavily on the education they receive. [1] The developing country like India has to opt for education as one of the most important and useful tool to achieve National development. India adopted the National policy for children in Aug 1974, The policy declares, It shall be the policy of the state to provide adequate services to children both before & after birth & through the period of growth, to ensure their full physical, mental & social development and recognized children as the 'Nations Supremely important asset. [2] School education is a complex process and many multidimensional factors influences the teaching process School education has been described as a "Social Vaccine" and it can serve as a powerful preventive tool. [3] Teachers play vital role in the teaching set ups. As they play unique role in moulding the personality of the students during their formative period of school life which will intern effect the future generation in their overall development.

School health is an important branch of community health according to modern concepts it is an economical & powerful means of raising community health, the beginning of school health service in India dates back to 1909 when medical examination of school children was carried out in Baroda city The Bhore committee in 1946 [4] reported that school health services were practically nonexistent & were they existed they were in an underdeveloped state In 1960 the Govt of India constituted school health committee to assess the standards of health & nutrition of school children & suggest ways & means to improve them the committee submitted its reported in 1961 with many useful recommendations. [5] During Five year plans many state

governments have provided school health & school feeding programmes The objectives of school health programme are as follows. [6, 7]

- a) Promotion of positive health
- b) Prevention of diseases
- c) Early diagnosis & treatment
- d) Awakenning of health consciousness in child and
- e) Provision of healthful environment.

Thus tasks are many fold & vary according to local priorities. One of the very important aspect of school health service is Health appraisal of school children & school personnel it should cover not only students but also the teachers & other school personnel Health appraisal consists of i] periodic medical examinations by helping them to understand "how" & "Why" of health appraisal ii] medical examination should be given to teachers & other personnel as they form part of the environment-to which the child is exposed iii] daily morning Inspection- the teacher is in a unique position to carry out the 'daily' inspection as he is familiar with children & can detect changes in the child's appearance or behavior that suggest illness or improper growth & development. [8] Teacher witness the effects of poor health on children academic performance, problems that may often be neglected at home or simply accepted as a part of life. Teachers in many developing countries are well respected leaders and viewed as role models by students and their families and they therefore have important on their learning and actions. Teachers can be given basic training that allows them to provide health interventions that are essential for better performance in school additionally, teachers' perspectives on health needs are essential for developing effective health programme. [9] Along with the routine

teaching activities the observations made by the teachers, Care taken while teaching, guidance rendered by the teachers will not only enhance academic performances but also influences the quality of life of adolescents thus improves their self respect and confidence Information about health concerns of adolescents can assist in assessment and treatment of their particular medical problems. Because teachers are important figures in the lives of young people their beliefs about student health concerns are often solicited. Teachers are not always aware of the level and types of student health concerns and may not be good sources of information about adolescent health. [10]

Andrea Grantham is a communication consultant with physical education association- remarks 'the health problems

existing today in kids will continue and multiply in to adulthood'. [11] Leading national education organizations recognize the close relationship between health and education, as well as the need to embed health in to the educational environment for all the students. [12] In this directions initiations by school health foundation of India this concept has to be extended to all the corners of India. [13]

To know and probe what actually happens at class room setups, what are the observations and outlook of teachers about health problems of adolescent students, the present study titled 'Teachers observations about health problems of adolescent s studying in high schools of Bijapur district Karnataka state which is one of the socio economically backward districts. [14]

Aims and Objectives:

- To focus on the observations of teachers about adolescent health problems.
- To know the relationship between gender and subject of teachers with their observation regarding health problems of adolescent students

MATERIAL AND METHODS

Study area:	Bijapur District
Study design:	Cross sectional
Study setting:	High schools
Sample size:	162 teachers
Study period:	Nov2010 to March 2011
Study technique:	Questionnaire
Statistical analysis:	Percentage and chi square

RESULTS AND DISCUSSION

Out of total 162 teachers 114[70%] male and 48[30%] female teachers participated in the study 79[49%] were from rural schools and 83[51%] were from urban schools. Among 162 teachers language teachers were maximum i. e 61[38%] followed by science teachers 55[34%],

social science 27[17%] , sports 13[8%] and Gk/Draw/comp were only 6[4%], 104[64%] were full time permanent teachers and 58[36%] were temporary/part time teachers

Table no 1 Among 114 male teachers46[40%] and out of 48 female teacher 16[33%] have opined that they have observed health problems in their class .Maximum science ,male teachers52% have

observed health problems followed by 50% of Gk/Draw/Comp and 43% social science teachers, among female teachers 100% sport teachers, 50% Gk/Draw/Comp and 39% of social science teachers have observed health problems in the class rooms.

Table no 2: On their observation about Gender and Subject wise distribution of teachers based adolescent health problems at school. Among the total 162 only 62[38%] teachers have observed health problems. 24[52%] male teachers and 7[44%] female teachers have mentioned that they have observed health problems but did not specify were as 22[48%] of male teachers and 9[56%] of female teachers have mentioned specifically the problems faced by adolescents

When teachers categorized acc to the subject they deal with and their observation it is found that male and female teachers of social science 67%, 100% sports 50%, 100%, language 50% and Gk/Draw/Comp 100% each and science 42%, 43% have mentioned that They have observed health problems

Table no 3: Distribution of teachers' according to urban and rural schools and their observations about health Problems of adolescent students. Among 162 teachers 79[49 %] were working in rural schools 83[51 %] were working in urban schools. Maximum 14 [27%] male teachers working in urban area and were as only 10[16%] were working in rural schools have observed health problems. The teachers who have specified health problems 4[24%] were female and 13[21%] male teachers belonged to rural schools, were as 5[16%] female and 9[17%] male teachers belonged to urban schools

Table no 4: Distribution of teachers' acc to their nature of employment on their observation about health problems of adolescents. 41[39%] were full time/permanent and 21[36%] were part

time/temporary teachers participated in the study

Table no 5: Among the teachers who have mentioned and specified health problems, 8 [26%] teachers opined that cough/cold/fever followed by 4[13%] head ache, stomach pain/general weakness, wounds 3[10%] each

CONCLUSION

A very poor knowledge and response of teachers was found about the observation of health problems of adolescents at school. There is a utter need to focus more on this aspect as one of the important component of child development

Thus teachers along with their routine activities just by a simple and casual observation and proper action can greatly contribute to the prevention and early diagnosis of many diseases. In this way teachers can contribute to the quality of life of adolescents which leads to national development

RECOMMENDATIONS

- Initiation of observation as one of tool to elicit health problems at school should be the integral part of teachers training programme.
- Refresher course on "Basic knowledge of health care and its need and importance of objective observation" has to be conducted for in service teachers
- More effective IEC activities are essential with the co ordination of educational dept, health dept, NGO's and parents.

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Tables:

Table no 1. Distribution of teachers according to their subject they teach, gender and their observation about health problems of adolescents

Table no 1
 $\chi^2=7.541$ $p=0.110$

Teachers	Languages		Social Science		Science		Sports		Gk/Draw/Comp		Total	
	Male	Female	M	F	M	F	M	F	M	F	M	F
Observed Health problems	12 [30]	5 [24]	9 [43]	2 [33]	19 [52]	7 [39]	4 [33]	1 [100]	2 [50]	1 [5]	46 [40]	16 [33]
Have not Observed Health problems	26 [65]	13 [62]	12 [57]	3 [50]	16 [43]	8 [44]	8 [67]	--	2 [50]	1 [50]	64 [56]	25 [52]
Not Answered	2 [5]	3 [14]	--	1 [17]	2 [5]	3 [17]	--	--	--	--	4 [4]	7 [15]
Total	40	21	21	6	37	18	12	1	4	2	114	48

No association was found between teachers subject they deal with and their observation about health problems of adolescents

$\chi^2=6.637$ $p=0.036$

There is significant difference found between gender of teachers and their observations about adolescents health problems at school

Table no 2. Gender & Subject wise distribution of Teachers according to their type of observation

Teachers	Languages		Social Science		Science		Sports		Gk/Draw/Comp		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Only Observed Health problems	6 [50]	---	6 [67]	2 [100]	8 [42]	3 [43]	2 [50]	1 [100]	2 [100]	1 [100]	24 [52]	7 [44]
Observed & Specified Health Problems	6 (50)	5 (100)	3 (33)	--	11 (58)	4 (57)	2 (50)	--	--	---	22 (48)	9 (56)
Total	12	5	9	2	19	7	4	1	2	1	46	16

Table no 3. Distribution of Teachers according to their observation about health problems of adolescents in relation to Urban/Rural schools

	Rural		Urban		Total	
	Male	Female	Male	Female	Male	Female
Observed Health problems	10 [16%]	2 [12%]	14 [27%]	5 [16%]	24 [20%]	7 [14%]
Observed & Specified Health Problems	13 (21%)	4 (24%)	9 (17%)	5 (16%)	22 (19%)	9 (19%)
Not Observed	35(56%)	11 (64%)	28 (54%)	15 (49%)	63 (55%)	26(54%)
Total	62	17	52	31	114	48

$X^2=1.966$ $p=0.374$

No significance difference found between observation of adolescent health problems and teachers Working in urban/rural schools

Table no 4. Distribution of teachers according to nature of employment on their observation about adolescent Health problem

$\chi^2=3.85$ $p=0.05$

Teachers	Full time teacher	Part time teacher
Only observed	20 [19]	11 [19]
Observed & Specified health problems	21 (20)	10 (17)
Not observed	54(52)	35(60)
Not Answered	9 (9)	2(3)
Total	104(64%)	58 (36%)

There is a significant difference found between type of employment and their observation about Health problems of adolescents

Table no 5. Health problems observed by Teachers

Observed Health Problems	No. of Observations	Percentages
Cough/Cold/Fever	08	26
Headache	04	13
General weakness	03	10
Stomach Pain	03	10
Wounds	03	10
Respiratory Problems	02	06
Acidity	02	06
Physical Handicap	02	06
Heart problems	02	06
Mental retardation	01	03
Hereditary Problems	01	03
Total	31	100
