

## A Study to Assess the Knowledge of the Parents regarding School Refusal Disorder Symptoms in Children in Selected Primary School, Salem

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### ABSTRACT

A descriptive cross sectional survey approach study was conducted to assess the Knowledge of the Parents regarding School Refusal Disorder Symptoms in Children in Primary School, Salem. Data were collected from 60 parents (60 Mothers and 60 Fathers) of Primary School childrens by Purposive sampling technique. Findings revealed that highest percentage (63%) of parents were in the age group of 31-35 years. Highest percentages (60%) of parents were Hindu. Highest percentages (50%) of the parent's educational qualification were Post graduates. Highest percentage (54%) of the parent's occupation was Private Job. Highest percentage (67%) of the Parent's with a family monthly income of Rs.10, 001 to 15,000. Highest percentages (60%) of the Parent's were from nuclear family and Majority of school child age was 5-6 years. Further area wise distribution of the mean knowledge score percentage of the total score of 120 parents of school refusal children the total mean score related to mother knowledge is 49.80 and total score related to father knowledge is 49.16. The standard deviation of mother knowledge score is 12.01 and father knowledge score is 9.67. The Correlation between mother and father knowledge is 0.04 data is show low positive correlation. The standard deviation of mother knowledge score was 12.01 and father knowledge score was 9.67 and unpaired "t" volume was 0.31 and DF is 118 and Significance  $P > 0.05$  NS

The Overall knowledge score of school refusal disorder of children parent's having four functions and their mean score. First function was avoidance of stimuli provoking negative affectivity that mean score was 2.04, and Second function were escape from aversive social and /or evaluation situation that mean score was 1.90, and attention seeking that mean score was 2.28 and Fourth function was tangible reward mean score was 2.02. It shows that the function third (F3) attention seeking is the highest responsible function of school refusal disorder symptoms.

**KEY WORDS:** Knowledge, School Refusal Disorder, Parent's

### INTRODUCTION

*"Education is a once in a lifetime opportunity to open children's hearts and minds to the unbelievable wonder of the universe."*

– Sir Anthony Sheldon

India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three quarters of the population in the 7-10 age groups, by 2011. India's improved education system is often cited as one of the main contributors to its economic development. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. While enrolment in higher education has increased steadily over the past decade, reaching a Gross Enrolment Ratio of 24% in 2013, there still remains a significant distance to catch up with tertiary education enrolment levels of developed nations, a challenge that will be necessary to reap a demographic dividend from India's comparatively young population.

### **Need for the Study**

School phobia also known as social anxiety disorder is a medical condition characterized by extreme and consistent fear of meeting new people or embarrassing oneself in social situations. Social phobia is different than the occasional nervousness or shyness a person may feel before a big social event, and it may dramatically limit a person's ability to engage in ordinary social activities.

School refusal is the refusal to attend school due to emotional distress. School refusal differs from truancy in that children with school refusal feel anxiety or fear toward school, whereas truant children generally have no feeling angry or bored with it instead. Children's hospital Boston provides a chart showing the difference between the school refusal and truancy.

Brandy R. Maynard and David Heyne (2015) conducted a study regarding Treatment for School Refusal among Children and Adolescents: A Systematic Review and Meta-Analysis. A comprehensive search process was used to find eligible randomized controlled trials and quasi-experimental studies assessing the effects of psychosocial treatments on anxiety or attendance outcomes. Data were quantitatively synthesized using meta-analytic methods. Eight studies including 435 children and adolescents with school refusal were included in this review. Significant effects were found for attendance but not for anxiety. Evidence indicates that improvements in school attendance occur for children and adolescents with school refusal who receive psychosocial treatment. The lack of evidence of short-term effects on anxiety points to the need for long-term follow-up studies to determine whether increased attendance ultimately leads to reduced anxiety.

### **Objectives**

- ❖ To assess the knowledge of parents regarding school refusal disorder symptoms in children
- ❖ To identify the reasons for avoiding school
- ❖ To compare the knowledge between mother and father on school refusal disorder symptoms.

## MATERIALS AND METHODS

- Research approach** : A Descriptive Study Design was used for the study
- Research design** : Cross Sectional Survey approach was used for the study
- Setting of the study** : The study was conducted in Primary School, Salem.
- Population** : The present study sample selection from parent's of primary school childrens, Salem.
- Sampling Technique** : Purposive sampling technique was used for the present study.
- Sample Size** : The sample size consists of 60 parents (60 Mothers and 60 Fathers) of primary school childrens studying in the primary school, Salem.

### Description of the Tool

Tools consists of two sections

#### Section - A

Deal with demographic data of parents of primary school childrens. It consist of 7 items which seek information about the demographic characteristics, such as Parents Age, Religion, educational qualification, occupation, type of family, family monthly income and school child age.

#### Section - B

Deals with Knowledge, standard questionnaire school refusal scales which having 24 questions. (Christopher Kearney and Wendy Silverman)

Scoring and interpretation Edit

Scoring the SRAS-RIS based on a 0-6 scale, with each question being scored as follows based on participant response:

- ✓ 0 points : 0, meaning "never"
- ✓ 1 point : 1, meaning "seldom"
- ✓ 2 points : 2, meaning "sometime"
- ✓ 3 points : 3, meaning "half the time"
- ✓ 4 point : 4, meaning "usually"
- ✓ 5 point : 5, meaning "almost always"
- ✓ 6 point : 6, meaning "always"

Each item in the question set contributes to a different function which may be computed by adding the scores of each of four functions on both the parents and child versions. These functions scores are each divided by 6 (the number of scores in each set). Parents and child function scores are then

summed and divided by 2 to determine the means function score. Function with the highest means score is considered the primary cause of the child's school avoidance. The function divisions are as follows:

- ❖ **Function one** (“avoidance of stimuli provoking negative affectivity”): Items, 1, 5, 9, 13, 17, and 21
- ❖ **Function two** (“escape from aversive social and /or evaluation situation”): Items, 2, 6, 10, 14, 18 and 22
- ❖ **Function third** (attention seeking): Item 3, 7, 11, 15, 19, and 23
- ❖ **Function four** (“tangible reward”): Items 4, 8, 12, 16, 20 and 24

## Method of Data Collection

### Ethical Consideration

- Permission was obtained from the principal of Vinayaka Mission's Annapoorana Collage of Nursing, Salem.
- Written permission was obtained from the Principal and Correspondent of primary school Salem. After the oral consent will obtain from each parents prior to data collecting process
- After explaining the purpose of the data collection procedure, prior to interview self introduction and purpose of interview were clearly explained to each parents to obtain maximum co-operation and consent from them

### Planned Data Analysis

The collected data was analyzed by using both descriptive statistics. Such as percentage, mean and standard deviation and presented in the form of tables and figures.

## RESULT

**Table -4.1: Percentage Wise Distribution of Mean, median, standard deviation and Karl Pearson's correlation**

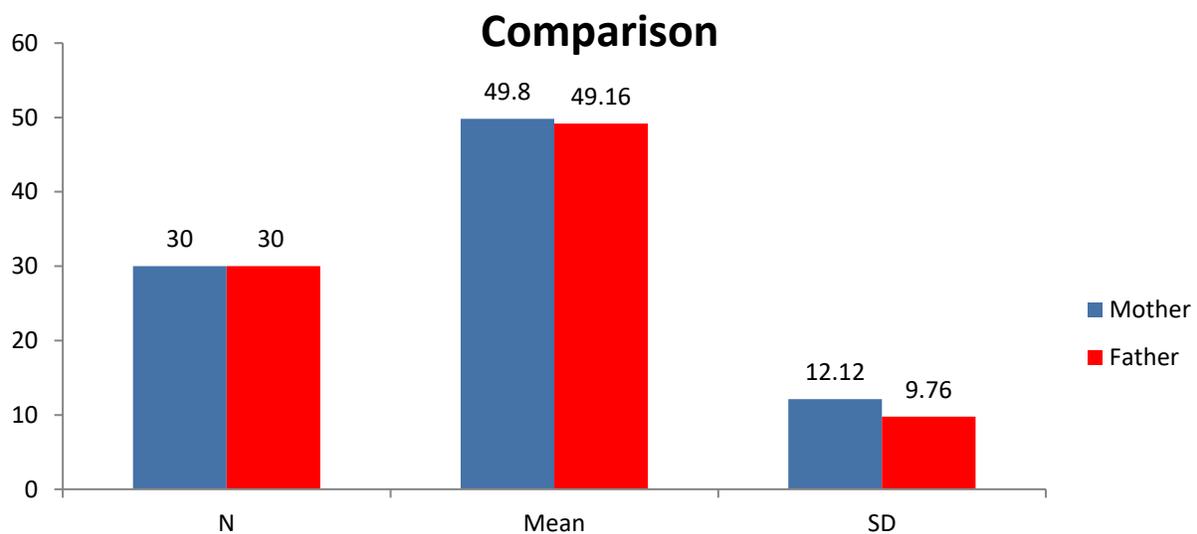
SRAS-R	No	Mean	SD	Unpaired “t” value	DF	Significance	Karl Pearson's correlation
Mother	60	49.8	12.01	0.31	118	P > 0.05 NS	0.04 Low positive correlation
Father	60	49.16	9.67				

Percentage wise distribution of overall total score of 60 parents of school refusal children the total mean score of mother knowledge was 49.80 and father knowledge was 49.16. The standard deviation of mother knowledge score were 12.01 and father knowledge score was 9.67

DF (118) Significant at 0.05 levels

Data is presented in table show that the Correlation between mother and father knowledge is 0.04 data is show low positive correlation.

**Figure 4.1: Compare between mother and father knowledge on school refusal disorder**

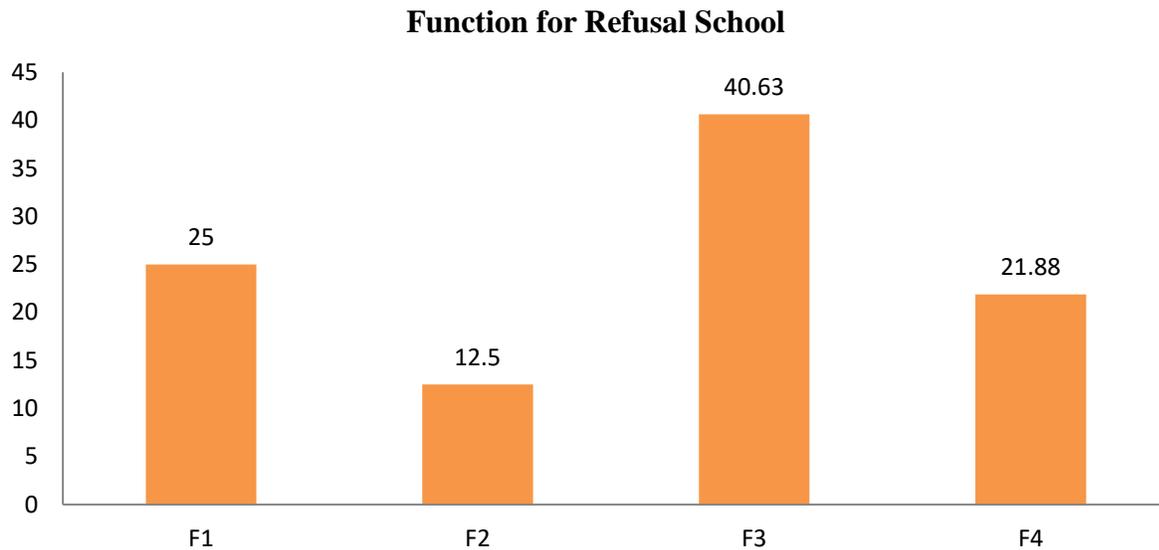


Comparison between mother and father knowledge of school refusal children the total mean score of mother knowledge was 49.80 and father knowledge was 49.16. The standard deviation of mother knowledge score were 12.01 and father knowledge score was 9.67 and unpaired “t” volume were 0.31 and DF was 118 and Significance  $P > 0.05$  NS

**Table -4.2: To identify the reason of school refusal disorder**

Functions (Mother+ father)	No of parents	Mean score
Function 1(avoidance of stimuli provoking negative affectivity)	16(25%)	<b>2.04</b>
Function 2 (escape from aversive social and /or evaluation situation)	8(12.5%)	<b>1.90</b>

Function 3(attention seeking)	26(40.63%)	<b>2.28</b>
Function4 (tangible reward)	14(21.88%)	<b>2.02</b>



Percentage wise and mean score was identifying the reason of school refusal disorder mother and father having four functions and their mean score. First function was avoidance of stimuli provoking negative affectivity that mean score was 2.04, and Second function were escape from aversive social and /or evaluation situation that mean score was 1.90, and attention seeking that mean score was 2.28 and Fourth function was tangible reward mean score was 2.02. It shows that the function third (F3) attention seeking is the highest responsible function of school refusal disorder symptoms

## CONCLUSION

A descriptive cross sectional survey approach study was conducted to assess the Knowledge of the Parents regarding School Refusal Disorder Symptoms in Children in Primary School, Salem. Data were collected from 60 parents (60 Mothers and 60 Fathers) of Primary School childrens by Purposive sampling technique. Further area wise distribution of the mean knowledge score percentage of the total score of 60 parents of school refusal children the total mean score related to mother knowledge is 49.80 and total score related to father knowledge is 49.16. The standard deviation of mother knowledge score is 12.01 and father knowledge score is 9.67. The Correlation between mother and father knowledge is 0.04 data is show low positive correlation. The standard deviation of mother knowledge score was 12.01 and father knowledge score was 9.67. The Overall knowledge score of school refusal disorder of children parent's having four functions and their mean score. First function was avoidance of stimuli provoking

negative affectivity that mean score was 2.04, and Second function were escape from aversive social and /or evaluation situation that mean score was 1.90, and attention seeking that mean score was 2.28 and Fourth function was tangible reward mean score was 2.02. It shows that the function third (F3) attention seeking is the highest responsible function of school refusal disorder symptoms.

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