

## A STUDY ON THE PSYCHOSOCIAL COMPETENCIES NEEDED BY TEACHERS TO DEAL WITH PROBLEMS OF CHILDREN

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DOI : <https://www.doi.org/10.56726/IRJMETS32894>

### ABSTRACT

The early phases of a child's development can be filled with obstacles or barriers, which might result in behavioural issues. For children to be able to go through these obstacles, parents and teachers must have the proper perspective on behaviour issues. This research is being done to determine the psychosocial skills needed by primary school teachers to work with students. The purpose of the research is to create an appropriate plan that can be implemented and eventually helps the kids.

**Keywords:** Psycho Social Competencies, Perception, Needs Of Children.

### I. INTRODUCTION

Due to many factors that could influence their personality development, some children may encounter behaviour problems as they become older. These issues can be addressed with the assistance of parents and teachers. Parents and teachers need to understand behaviour issues in order to support children in the right way. Teachers frequently overlook issues and use ineffective means of discipline, including reprimanding and beating, instead. If teachers do not raise their awareness of children's mental health difficulties, negative consequences may result.

#### 1. Children's behavioural issues:

Children's behavioural disorders can be viewed of as different forms of abnormal behaviour that turn up both qualitatively and quantitatively. A child is said to have a behaviour disorder if their behaviour stands out as markedly different from that of their classmates. He violates the standards of his parents, his school, and society in terms of appropriate behaviour.

According to Mrafatia (1956), behavioural problems in children are not symptoms of a disease but rather indications of or reactions to emotional discomfort or environmental maladjustments.

Behavioural disorders are difficult to identify because they don't have any visibly noticeable physical symptoms. Instead, observing a child's behaviour pattern repeatedly is the only method to identify a problem.

#### 2. Teacher education in child mental health:

It's important for parents and educators to have the right perspective on behavioural problems so they can spot and understand the problem as soon as it shows up and help the child resolve it by guiding the child toward the right care providers.

This aims to enhance teachers' abilities to deal with children who have psychosocial issues.

#### 3. Objectives of the Study:

1. To prepare a personal profile of the teachers
2. To recognize teachers' perceptions of the psychosocial needs of children and to know the methods adopted by teachers in fulfilling those needs
3. To develop suggestive measures

#### 4. Scope of the study:

The study has been conducted in Moodbidri region of Dakshina Kannada district.

#### 5. Coverage and sampling:

In the Dakshina Kannada district of Karnataka, the block of Moodbidri has eight clusters. 23 government schools have been chosen for the study from these 8 clusters. 50 teachers from these 23 schools were chosen for the study.

Based on the goals of the study, a sample was chosen intentionally. However, responders are selected at random to eliminate selection bias. Analysis and interpretation

**6. Profile of the teachers**

**Distribution of respondents by sex and age**

Sex	Age of the respondents							Total
	26-30	31-35	36-40	41-45	46-50	51-55	56-60	
Male	-	02	01	03	02	-	-	08
Female	03	03	06	12	14	03	01	42
Total	03	05	07	15	16	03	01	50

The above table makes it clear that 84% of the responders were female. Sixty two percent of the teachers were in the 41–50 age range, which is more or less equally represented by male and female teachers.

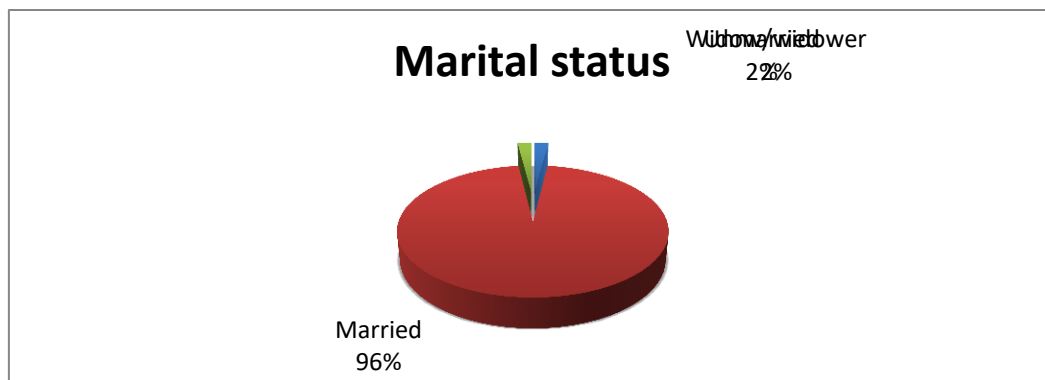
Male teachers range in age from 31 to 50. The teachers that participated in the study are, on average, 43 years old. The average ages of teachers, male and female, do not differ significantly. However, it is discovered that there are extremely few young people under 30 and elderly people over 50.

**Distribution of respondents by religion**

Religion	Frequency	Percentage
Hindu	38	76
Christian	12	24
Total	50	100

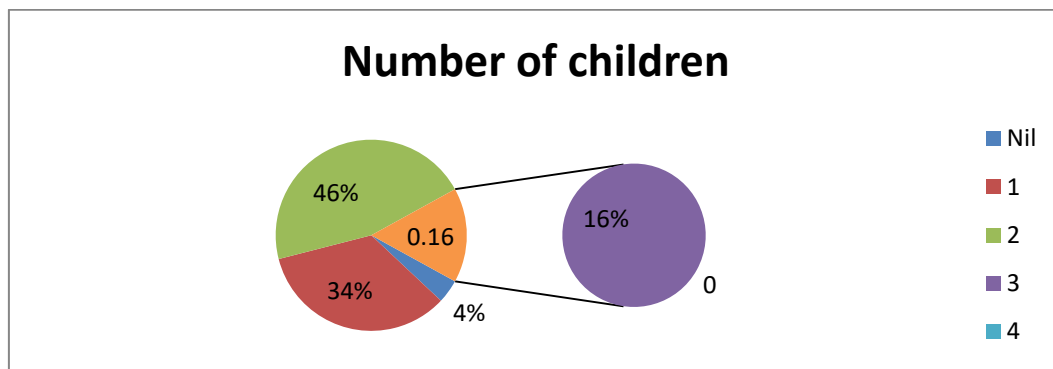
The above table makes it clear that 24% of the teachers are Christians and 70% of the teachers are Hindus. In the covered schools, there were no Muslim educators.

**Marital status of the respondents**



According to the abovementioned graph, 96% of teachers are married, while only 2% are widows or widowers..

**Number of children of the respondents:**



Working with kids requires certain abilities. The only way to learn these abilities is through experience working with kids. People who are parents will be more able to relate to and understand youngsters in a more relaxed way. It is clear from the aforementioned graph that just 4% of teachers are childless. 62 percent of

people have had at least two children. It can be assumed that the majority of the study's teachers will share their personal experiences in response.

**Perception of teachers regarding the need for security and methods of fulfilling the need**

Need for security as perceived by the teachers	Methods used by teachers in fulfilling the need for security						Total
	No response	Setting up rules and regulations	Educating children	Understanding the problems and helping to overcome	Equal attention to all	Protection in the school	
No response	01	01	02	-	-	01	05
Protection in the school	01	02	02	02	02	07	16
Education	01	01	07	-	-	03	12
Parent involvement	01	-	01	02	-	03	07
Being with children	02	02	01	01	01	03	10
Total	06	06	13	05	03	17	50

According to survey respondents, there is a need for security because of protection in schools (32%), security education for kids (24%), involvement of parents (14%), and being around kids (20%).

Setting up rules and regulations (12%), teaching kids about security (26%), identifying children's issues and helping them to solve them (10%), providing each student equal attention (6%), and protecting them in the classroom (34%) are the strategies instructors use to meet the desire for security.

**Perception of teachers regarding the need for love and methods of fulfilling the need**

Need for love as perceived by the teachers	Methods used by teachers in fulfilling the need for security						Total
	Being available	Speaking to children and listening to them	Behaviour modification with care	Appreciation	Compensatory love	Treating them as their own children	
Behaviour modification with care and polite way	08	04	07	02	03	06	30
Being friendly	03	05	-	-	-	02	10
Being available	02	03	-	01	-	-	06
Compensatory love	03	-	01	-	-	-	04
Total	06	06	13	05	03	17	50

According to 60% of the responders, the students want them to correct them politely because it doesn't hurt the children.

Regarding the strategies, 23% said they make themselves available while only a few others said they kindly address children's behaviour.

20% of teachers make an effort to satisfy their students' need for love by showing them affection in a parental manner. About 50% of the teachers merely listen to the kids and intervene when necessary.

**Perception of teachers regarding the need for acceptance and methods of fulfilling the need**

Need for acceptance as perceived by the teachers	Methods used by teachers in fulfilling the need for acceptance							Total
	Accepting as they are	By being impartial	Being available	Extra attention for those who need	Appreciation	Treating them as their own children	Correcting politely	
No response	01	01	01	02	-	-	-	05
Understanding children	02	01	-	01	-	01	01	06
Recognition and encouragement	03	02	01	01	-	-	01	08
Being impartial	04	03	02	06	01	05	01	22
Extra attention for those who need	-	-	-	02	01	-	-	03
Accepting as they are	02	02	-	-	01	-	01	06
Total	06	06	13	05	03	17		50

According to teachers' perceptions in the research, children can achieve acceptance through understanding them (12%), receiving praise and encouragement (16%), being impartial (44%) and providing special attention for those in need (6%), as well as by accepting them as they are (12%).

Accepting children as they are (24%) and being impartial (18%) and available (8%), as well as providing extra attention for those in need (24%), praising positive deeds (6%), treating them as one's own children (12%), and disciplining them nicely (8%), are some of the ways to fulfil this.

**Perception of teachers regarding the need for communication and methods of fulfilling the need**

Need for communication as perceived by the teachers	Methods used by teachers in fulfilling the need for acceptance				Total
	No response	Through interaction	Through activities	Being approachable	
No response	02	06	-	01	09
Through interaction	03	15	03	03	24
Encouraging communication among the children	-	02	01	01	04
Accepting as they are	-	08	-	05	13
Total	05	31	04	10	50

According to the teachers, interaction (48%) as well as encouraging communication among the kids (8%) and avoiding being negative (26%) might satisfy children's need for communication.

Teachers interact with students (62%), engage in games and competitions (8%) and make themselves approachable to students (20%) in order to meet the need for communication. Of the teachers who said they

could help children fulfill their desire for communication by connecting with them, 54% actually put their words into practice..

## II. CONCLUSION

Teachers who work with children are always expected to be aware of the children's fundamental requirements and the strategies they might employ to assist in meeting those needs.

The teachers shall receive training to develop their abilities so they can better understand the students and interact with them in a suitable manner.

The training programmes address topics like comprehending children's behaviour and needs, identifying children who have mental health issues, and understanding their symptoms.

It should also contain the basics of counseling.

## III. REFERENCES

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