

A Study of Psychological Problems

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A CHILD, who is secure in his house at first resists attempts to send him to school. The reason is simple. The atmosphere is strange and entails separation from his mother or mother figure.

A child who is over-protected is likely to show more signs of insecurity than a normal child.

These signs may manifest themselves in certain neurotic traits or the exaggeration of existing neurotic traits—thumb sucking, nail biting, bed wetting, stammering, feeding problems, repeated vomiting or general restlessness without any real organic causes. In most of these cases such symptoms are temporary and usually disappear with active co-operation between the mother and the teachers. Such children must be handled firmly by the mother, also kindly and sympathetically by teachers, so that the transitional initiation of the child to the school is smooth and gradual.

In schools, the problem of feeble-mindedness or mental retardation in some children poses a serious problem. Whenever teachers point out to parents that the intelligence or the grasping power of their child is below average, the parents are taken aback and find difficulty in accepting the fact. They feel that both of them being of normal or above normal intelligence, their child should be the same.

It is very essential that such children be examined immediately by a child specialist, a Child Psychologist or a Neurologist and his advice followed for correcting the child. Parents should learn to accept the fact that their child is sub-normal and will need training in a special school or institution meant for such children. On the other hand, above average intelligent children also tend to pose problems. They do not pay attention in class, tend to be mischievous and indulge in day-dreaming. Such children could be observed and handled carefully.

Personality Disorders: There may be some personality disorders in children. In a class of about 50 children one can find five to ten who are unusually timid, excessively shy, extremely sensitive, easily provoked to tears on the slightest pretext, given to temper-tantrums, obstinacy and short-temper or who indulge in day dreaming. Such personality problems arise from faulty upbringing in early age, rigidity in the parent's attitude, too strict and excessive discipline, over-

protection or over-indulgence of the members of the family.

Adjustment Reactions: These reactions are symptomatic expressions of the internal conflict in child produced by some immediate stressful situation. They are specific to the situation and transient in nature. For instance, excessive demands by the parents and teachers may be expressed in terms of abdominal discomfort, tension and anxiety. Reduction in the excessive demands will be followed by a remission in the symptoms.

Problems of School Adjustment: The problems of high school or secondary school children are appreciably different from those discussed above. Now, child has spent 8 to 10 years in school and has learnt to accept and understand other children. Hence, the problems here are of: inter-personal relationship with other children; scholastic backwardness; coming up late in life; and anti-social behaviour, viz., truancy, lying, excessive cruelty or destructive tendencies or acquiring bad habits like smoking, gambling, etc. This last group comes under one common heading 'delinquency', which may be attributed to, in some cases, lack of parental love, resulting in emotional insecurity. This may be due to poverty, having too many children, or a defective child, or step children, or negligence which is common today where both parents have to be bread winners and have too little time to spare for the children.

An over-strict attitude, rigid discipline or excessive scholastic demands made by the parents on the child may force him to disregard them or other authoritarian figures, such as teachers, professors. Broken homes may also contribute to such problems. Lastly, easy availability of drugs can also be a relevant factor.

Emotional factors like parental coerciveness, excitement, death in the family, strained relations between the parents and siblings, rivalry, teachers' rudeness, etc. may interfere in the scholastic performance of the child.

School phobia may result in truancy in the child.

Films and Delinquency: Movies or films cannot be a cause for delinquency. They may provide such material to a delinquent child as may encourage day dreams or fantasies, particularly if he has some personal unhappiness.

Movies are just a convenient scapegoat for the parents. In fact, an unhappy and insecure home atmosphere lasting several years may lead

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to delinquency, rather than watching a bad-film-show for three hours.

Sex-Education: School authorities must initiate a programme for a few hours where scientific sex knowledge should be given by trained personnel to children just before they reach adolescence. If we don't give them sex knowledge scientifically couched in suitable and intelligible language and at the appropriate age, then they try to get it from cheap and unhealthy sources. Proper sex education can act as a prophylaxis, against adult sex problems too.

Child-Guidance: Every school or group of schools should have on their staff a trained psychiatric social worker. Such workers are usually ladies with training in Child Psychology. Teachers and parents can discuss problem children with them. Because such worker is available in the school premises and knows teachers and parents well, she can act as a co-ordinator between the three parties, the student, the teacher and the parents.

HOSPITAL EMPLOYEES

Need for Proper Orientation

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Introduction

All of us are aware of the fact that Class IV workers' efficiency and good dealings with patients and relatives and public at large promote the image of the Hospital. The administrator, the doctors, the nurses and the patients and attendants complain about their bad behaviour, inadequate services, poor cleanliness, delay in service, habitual irresponsibility and frequent disappearance from the wards and departments. There are people who come sufficiently in contact with the patients, relatives and attendants. Often it is assumed that they do not need any training. The argument is that, after all, what is there in a sweeper's job for which training is required. The people concerned with hospital administration know how sweeping in the hospital is much different from sweeping in any other organisation.

Thus, if the efficiency of various services in the hospital is to be increased and if public relations is to be improved, then, apart from good selection and recruitment procedures, these workers need to have carefully designed training programmes.

Who are these Workers? The important categories are: 1. Sweepers; 2. Cleaners, dhobies, chowkidars, peons.

The Function

1. Functions relating to the job they are doing or they may have in the form of general duty or house-keeping. 2. Function relating to human relations with all categories of people working in the hospital and coming to the hospital. Keeping in view these functions, the following can be the objectives of the training for these workers.

Objectives

1. To help them create awareness in them of their part in the hospital's public relations.
2. To help them develop understanding of specific rules and regulations which affect employees.
3. To help them develop skills in new methods and technique and equipment in each area.
4. To help them create an understanding of the public with which they must work.
5. To help them with knowledge of benefits that go along with the job in a hospital.
6. The overall objective of the training programme is to develop among the employees the feeling that he or she belongs to the organisation.

The Method

1. Lecture; 2. Demonstration; 3. Role Play; 4. Conference method; 5. On-job instructions; and 6. Minutes: (a) Such as policies of the hospital; (b) Such as job instructions; (c) List of duties; (d) List of Benefits.

Duration of the course: 16 hours. Proper follow up and evaluation must be done.

Course Outline

1. Instruction of the course; 2. History of the hospital; 3. Different departments and their working; 4. Type of people who come to the hospital and their needs and behaviour of the individual and its effect on them; 5. Environmental hygiene and how to maintain a clean environment; 6. Light; 7. Benefits regarding: Salary, leave, uniforms, promotion; 8. Using chemicals for the hospitals cleanliness; 9. Self protection from diseases; 10. Cleanliness of utensils such as bed pans, bottles, urinals, destroying of sputum and stools; 11. Type of material to be used in the hospital and cleanliness of such material; and 12. Using the manual explaining to them the job descriptions.

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