

## A DESCRIPTIVE STUDY OF SALARIED AND NON SALARIED MOTHERS OF PRESCHOOL CHILD OF BEHAVIOURAL PROBLEMS

**Linitha K B**

Research Scholar, Department of Nursing, Faculty of Nursing, Mansarovar Global University, Billkisganj, Sehore, Madhya Pradesh, India, linitha.bhargavan@gmail.com

**Dr. Nelson Jewas**

Research Guide, Department of Nursing, Faculty of Nursing, Mansarovar Global University, Billkisganj, Sehore, Madhya Pradesh, India, jewasnelson@gmail.com

### ABSTRACT

The next generation is a country's greatest asset. The preschool years are crucial for a child's development and learning. However, they are prone to frustration. Many kids struggle with behavioural issues at some point in their childhood. Mothers should make an effort to spend quality time with their kids so that the latter feel valued and cared for. Mothers are in the best position to notice any sudden changes in their children's behaviour. The goals of the study were to (1) evaluate preschoolers with behavioural problems whose mothers work outside the home; (2) evaluate preschoolers with behavioural problems whose mothers do not work outside the home; (3) compare preschoolers with behavioural problems whose mothers do not work outside the home; and (4) examine the association between preschoolers' behavioural problems and selected demographic variables. Comparative survey design without actual experiments Mangalore's Holy Angels Higher Primary School, Smart Kids Play School, and Bharati English Medium School. Thirty working women and thirty stay-at-home mothers with preschoolers served as the sample. Population Projections and Social Issues All of the moms, working and not, were given the Assessment Rating Scale to complete. Forty percent of working moms and 83.3% of non-working mothers stated their children had mild behavioural problems, whereas sixteen percent of non-working mothers and sixty percent of working mothers reported moderate behavioural problems. Young children of working mothers had far fewer behavioural issues than those of non-working mothers. There was a strong correlation between boys' and girls' pre-school behavioural issues. There was also a statistically significant correlation between the age of the kid and behavioural difficulties in preschoolers whose moms worked outside the home. Youngsters whose mothers work outside the home are more likely to exhibit challenging behaviours by the time they reach kindergarten. By offering direction and counselling to children and their mothers, nurses can play a significant role in reducing behavioural disorders.

**Keywords:** Behavioral problems, preschool children, working and non-working mothers

### 1.INTRODUCTION



The years of compulsory education in the United States typically span ages 6 through 12. Scholars are maturing into visionary individuals who are preparing for their place in society. The academic years are a time of growth and development. One must take into account the unique requirements and preferences of each child. A child who is successful and invests in his or her education is less likely to be an at-risk learner. Problematic behaviour occurs when an individual's actions stray too far beyond what is considered to be typical or acceptable. [3] The phrases disruptive behaviour disorder, conduct disorder, emotional disorder, and emotional disturbance are all synonyms for one another in the field of behaviour disorders. Anyone who instructs pupils in a formal context or who gives instruction that is substantially similar to that provided in a formal setting might be considered a teacher. [5] Teachers have a significant impact on students' maturation and growth as people. A teacher's ability to listen to and empathise with students' struggles is crucial. It is possible that the costs associated with treating children with behavioural difficulties could be decreased and the quality of life of those children could be improved if these problems were identified and treated in infancy or early childhood. When compared to parents, teachers spend a disproportionate amount of time with school-aged children. If educators want to improve students' behavioural health, they must be able to recognise the signs of behavioural issues early on. The researchers want to gauge how much educators already know about how to handle behavioural issues among their students. To evaluate instructors' understanding of how to deal with student behavioural issues in the classroom, we developed an educational module on the topic . [3]

In early life, a kid experiences rapid and widespread maturation. Changes in a child's physical appearance are matched by equally rapid shifts in the child's social, emotional, cognitive, and linguistic abilities during the early years of childhood. Parental, extended family, caregiver, teacher, and peer connections have all been implicated in the development of early childhood mental health issues. [6] It's crucial to find and assist preschoolers who are displaying challenging behaviors. When children experience emotional challenges, they may develop more severe disorders if they do not receive the right care and support. Scientists have shown that assisting kids at this age is crucial for them to learn healthy coping mechanisms. [2] Any deviation from normal mental development or behaviour in children may not be immediately noticed by the parents, except in the case of gravely observable alterations, in contrast to physical sickness, which in most circumstances has clear-cut symptomatology. 3 . Researchers need to identify people at risk early so that they can provide appropriate parental counselling and child guidance and raise public awareness.

A child's behaviour describes how he or she reacts to specific stimuli. One's temperament, which includes their particular set of predispositions, affective states, and worldview, has an impact. [4] Over the course of their early years, most youngsters learn to regulate their behaviours and emotions through emotional bonds with significant others. Some of the most prevalent forms of challenging behaviour seen in preschoolers are whining, lying, sleep issues, bowel or bowel control issues, anger, and baby talk. There is no need for concern if a child occasionally disobeys adults, acts out, or defies the rules established by their family and

community; nevertheless, when these behaviours persist beyond the bounds of typical childhood misbehaviour, they constitute a serious problem known as behavioural difficulties. [7] Preschoolers often have trouble with a wide range of physical, emotional, and social skills, including: attention, whining, focusing, managing frustration, and controlling outbursts and tantrums.

Children in preschool are those enrolled in a preschool programme anywhere in the United States and are between the ages of three and five.

Working mothers, whether in the private or public sector, are defined as women who work an average of 6–8 hours per day to provide for their families.

Moms who stay at home with their children and take care of the household are called "non-working mothers." These moms don't have jobs outside the home to contribute to the family's financial well-being. [8]

Behavioral issues include interfering with others, fighting, and destroying property, as well as problems with activity, bladder control, and bowel control. Emotional issues include things like a lack of focus, sensitivity, aimlessness, tantrums, attention, and fear.

Peer relationships, communication difficulties, withdrawal, taunting, and poor behaviour are all examples of social problems.[9]

## **2.MATERIALS AND METHOD**

### **Design:**

Comparative, non-experimental survey design

### **Setting:**

Mangalore, India, at the Smart Kids Play School, the Bharati English Medium School, and the Holy Angels Higher Primary School.

### **Sample:**

The sample includes 60 moms of preschool-aged children, 30 of whom are employed and 30 of whom are not.

### **Interventions:**

Population Projections and Social Issues All of the moms, working and not, were given the Assessment Rating Scale to complete.

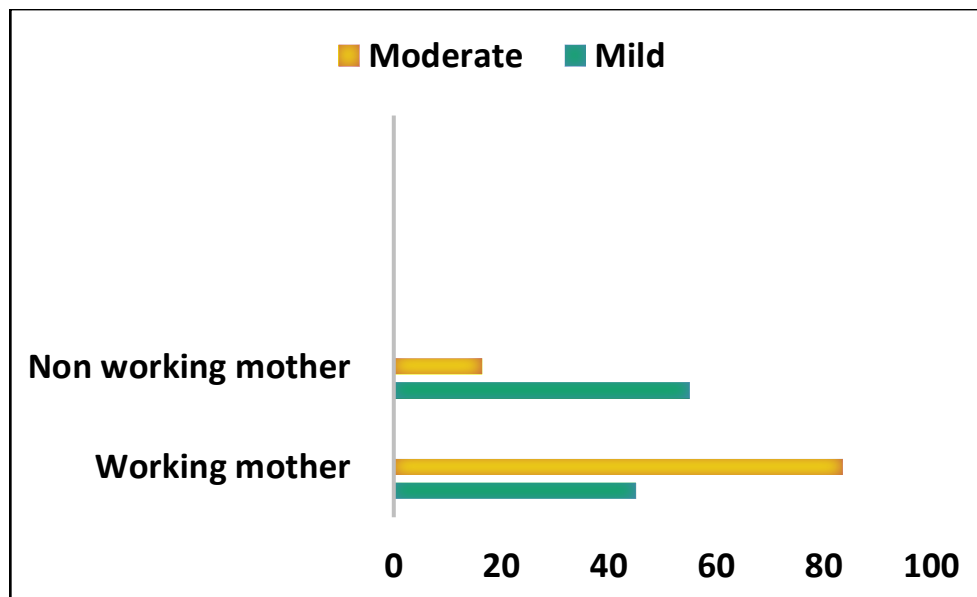
This research utilised a non-experimental comparative survey design. For the purpose of identifying and quantifying behavioural issues in preschoolers, moms were given the

Demographic Proforma and the Behavioral Problems Assessment Rating Scale. There are 50 questions on the Behavioral Problems Assessment Rating Scale. Problems with eating, sleeping, speaking, learning, having a sexual orientation, or having a personality disorder are only a few of the topics broken down into eight distinct categories. Items were given ratings of 1 (never), 2 (rarely), 3 (not often), 4 (often), and 5 (often) on a 5-point scale. The value of alpha (Cronbach's  $\alpha$ ) that was found is  $r = 0.89$ . All participating mothers provided written, informed consent. The primary research involved 60 moms of preschoolers at Smart Kids Play School, Bharati English Medium School, and Holy Angels Higher Primary School. The study's sample was chosen using a non-probabilistic, purposive sampling strategy. The data was analysed using both descriptive and inferential statistics.

### 3.RESULTS

**Table 1. level of behavioral problems among preschool children of working and nonworking mother**

Category	Mild	Moderate
Working mother	45	83.5
Non working mother	55	16.5



**Fig 1. Level of behavioral problems among preschool children of working and nonworking mother**

**Table 2. Level of behavioral problems of Preschool Children among Working and Non-Working Mothers**

S.no	Group	Mean	SD	Mean difference	Standard (SE)	Error	df	t value
1	Working mother	110.29	17.72	26.302	5.081		59	5.178
2	Non working mother	83.98	21.47					

**Table 3. behavioral problems of preschool children and demographic variables such as age and gender of working mothers N=30**

s.no	Demographic variables	Median (<118)	Median (≥118)	Chi square value	df value	P value
1	Age in years			7.656	1	0.006*
	3 and 4	4	16			
	5	8	2			
2	Gender			6.160	1	0.013*
	Male	3	14			
	Female	9	4			

**Table 4. Behavioral problems of preschool children and demographic variables such as gender of non-working mothers N=30**

s.no	Demographic variables	Median (<118)	Median (≥118)	Chi square value	df value	P value
1	Gender			4.800	1	0.029*
	Male	4	11			
	Female	11	4			

#### 4.DISCUSSIONS

About half of preschool-aged children with working mothers were found to have mild behavioural difficulties, whereas about half had moderate behavioural problems. [10] The

majority of children of working moms (89.34%) were found to have moderate behavioural problems, with only 10.66% having mild behavioural problems, according to the results of a number of different studies. The majority of preschool-aged children (85 percent) of stay-at-home moms had only minor behavioural difficulties, while 16.5 percent had moderate problems. There was also evidence suggesting that children of stay-at-home mothers were more likely to have mild psychosocial difficulties than children of working mothers. [12] A significant difference in preschoolers' behavioural issues was found between moms who worked and those who did not, as measured by an unpaired t-value. The present study's findings confirmed previous research showing a disparity in preschoolers' behavioural difficulties between mothers who worked and those who did not. A chi-square test indicated a statistically significant correlation between preschool-aged children of working moms and both their age and gender ( $\chi^2 = 0.006$ ;  $\chi^2 = 0.013$ ; 0.05 significance level). Preschoolers with behavioural issues whose mothers did not work had a strong correlation with the child's gender ( $\chi^2 = 0.029$ , significance level of 0.05). The results of this study agree with those of the previous one. There was a statistically significant correlation between the age of the kid, gender, number of children, family structure, and birth order of children of working mothers and behavioural disorders. [11]

## 5.CONCLUSIONS

The findings of this study highlight the need to be alert to preschoolers' behavioural issues. Preschool children with behavioural issues can only be identified through screening. [13] As a result, people with behavioural issues require special attention at all times. This demonstrates a need to further educate educators on the topic of student behavioural issues in the classroom. The early diagnosis of behavioural issues is therefore emphasised in health education for school instructors. Teachers need extensive health knowledge throughout their training on child behavioural issues if they are to effectively encourage positive child behaviour [15]. School nurses and other medical staff have a duty to educate their colleagues about the most common forms of student behavioural distress. Consequently, educators should place a greater emphasis on helping students alter their behaviour.

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