



**International Journal of Biology, Pharmacy  
and Allied Sciences (IJBPAS)**  
*'A Bridge Between Laboratory and Reader'*

[www.ijbpas.com](http://www.ijbpas.com)

---

---

**BEHAVIOURAL PROBLEMS AMONG PRESCHOOL CHILDREN OF  
WORKING MOTHERS AND NON-WORKING MOTHERS OF  
SELECTED RURAL AREAS OF VADODARA DISTRICT**

**PRAKASAM A<sup>1\*</sup>, TARABADA E<sup>2</sup>, VALAND K<sup>2</sup> AND TRIVEDI V<sup>2</sup>**

**1:** (Professor / Principal (OBG Nursing), Sumandeep Nursing College, Sumandeep University,  
Vadodara, Gujarat, India

**2:** Final Year B.Sc. Nursing Sumandeep Nursing College, Sumandeep University, Vadodara,  
Gujarat, India

\*Corresponding Author: Dr. Anita Prakasam; E Mail: [preethi\\_anita@yahoo.co.in](mailto:preethi_anita@yahoo.co.in)

Received 25<sup>th</sup> Jan. 2023; Revised 24<sup>th</sup> Feb. 2023; Accepted 23<sup>rd</sup> April 2023; Available online 15<sup>th</sup> June 2023

<https://doi.org/10.31032/IJBPAS/2023/12.6.1074>

**ABSTRACT**

**Introduction:** A large number of children suffer from behavioural problems at one time the another during their development. The present study aimed to identify the level of behavioural problems among preschool children of working mothers and non-working mothers. the preschool years extending from approximately 3-5 years of age, the causes for all behavioural problems in preschool children are parents' negligence, poor supervision, poor attention, and maladjustment e.g., too strict parents, rejection, insecurity, aggression. **Methodology:** A descriptive research design was adopted using a nonprobability purposive sampling technique to collect the 50 samples by administering Three-point Likert Scale on behavioural problems. Data were analyzed by using descriptive and inferential statistics such as standard deviation, and chi square-test. **Result:** 8.0%(4) of working mothers had their preschool children with severe behavioural problems and 34.0% (17) preschool children with moderate behavioural problems. 32.0% (16) non-working mothers had their preschool children with mild behavioural problems and 8.0%(4) preschool children with moderate behavioural problems. Also found that there is no significant association between the behavioural problems of preschool children with their selected demographic variables. **Conclusion:** The findings of the study concluded that the majority of children of working mothers

had behavioural problems as compared to non-working mothers.

**Keywords: Assess, behavioural problems, pre-school children, working mothers and non-working mothers**

## INTRODUCTION

Children of today are the citizens of tomorrow. The prosperity of the nation depends upon the health of its future citizens. Children with sound minds in the sound body are essential for the future development of the country [1]. Every child should have tender loving care and sense of security from parents. The mother is more responsible for the integrated development of a child. Preschoolers are emerging as creative persons who are preparing for their future role in society. The family has a significant influence on them. Preschoolers need continued physical affection and love from their parents. The preschool period refers to between 3 to 6 years [1] [2]. Their needs may be less frequent or may take a different form from those of the toddler period. Individual needs and preferences of each child should be respected [3].

In India, about 35% of the total population is children below 15 years of age. As said by Karl Menninger “what is done to children, they will do to society”. Today’s kids are tomorrow’s pillars of our country. The investment in our child in terms of developing environment (both physical and emotional) is going to reap rich individuals in the future [4]. The preschooler is an inquisitive learner and absorbs new concepts like a sponge absorbs

water [5].

Behaviour is how one acts or behaves. The actions or reactions of a person in response to external or internal stimuli differ [6]. Early childhood is the critical period of behaviour formation. The preschool period is an exciting period of transition from a time of limited language ability, primarily sensory motor engagement with the surrounding environment to mastery of communication, a high degree of motor activity, a significant competence in self-regulation, expanding cognitive, behavioural and emotional changes and a heightened ability to empathize with others [7].

All children at some developmental stage display repetitive behaviour. But whether they may be considered that as problems or not depend on their frequency and persistence and the effect of physical, emotional, and social fluency. These behaviours may arise originally from the intentional movement which becomes repeated and then become incorporated into the child’s customary behaviour [8].

The child’s mind may vary in temperament, development, and behaviour. It is very difficult to identify normal and abnormal behaviour [9]. Behavioural problems are diagnosed when a child exhibits persistent and

repetitive patterns, breaks in social rules, and impairs social interaction with others. Academic performance, feelings of inadequacy in daily situations, a tendency to develop physical symptoms, and excessive fear in ordinary situations also require investigation [10].

Age up to six years is a more crucial period. Preschool behaviour problems are now being recognized as a clear indicator of difficulties that may persist into later childhood and that may indicate family dysfunction. Screening is necessary to detect developmental problems among preschool children [11]. According to the world health report 2001, in India, 15% of children have serious emotional disturbances [12]. According to ICMR, the overall prevalence of mental and behavioural disorders in Indian children is 12.5%. Studies conducted in rural and urban areas of different parts of India suggests the prevalence of behavioural disorder ranges from 1.6%-41.3% [13-16].

Therefore, this study was adopted to identify behavioural problems among preschool children of working and nonworking mothers so that remedial measures can be adopted at the earliest to reduce the incidences.

#### **STATEMENT OF THE PROBLEMS**

A study to assess behavioural problems among preschool children of working mothers and non-working mothers of selected rural areas of Vadodara District.

#### **Objectives:**

1. To assess the level of behavioural problems among preschool children of working mothers.
2. To assess the level of behavioural problems among preschool children of non- working mothers.
3. To compare the behavioural problems among pre -school children of working mothers and non -working mothers.
4. To find out the association between behavioural problems among preschool children of working and non-working mothers with their selected demographical variables.

#### **MATERIAL AND METHODS**

A Non-Experimental, Quantitative research approach and descriptive research design were adopted in the present study to assess the behavioural problems among preschool children of working and non-working mothers of selected rural areas of Piparia and Khatamba village of the Vadodara District. A nonprobability purposive sampling technique was used to collect the data. The population for this study was working and non-working mothers of preschool children in selected areas of Vadodara. The sample size for the present study was 50 mothers, 25 working mothers, and 25 non-working mothers.

**Description of the tool:** Three-point Likert scale was used to assess the behavioural problems among preschool children of working and nonworking mothers comprised of two parts. **Part A:** Demographic profile

includes: Age in (years), Educational level, Family income, and family type. **Part B:** Preschooler Behavioural problems Likert scale. It consists of 24 items and each item has 3 statements which are scored as 1, 2, and 3. The maximum score is 72 and the minimum score is 1. Items are categorized into seven subareas i.e., conduct problems, habits, temper tantrums, emotional difficulties, speech problems, social problems, and capacity to concentrate and play.

### RESULTS:

**Table 2:** shows that 8.0% (4) of working mothers had their preschool children with

severe behavioural problems and 34.0% (17) of working mothers had their preschool children with moderate behavioural problems. 32.0% (16) non-working mothers had their preschool children with mild behavioural problems and 8.0% (4) non-working mothers had their preschool children with moderate behavioural problems.

**Table 3:** shows that there is no significant association between the behavioural problems among the pre-school children of working mothers with their selected socio-demographic variables.

**Table 1: Frequency and percentage distribution of Preschool children of working and nonworking mothers with their selected demographic variables N=50**

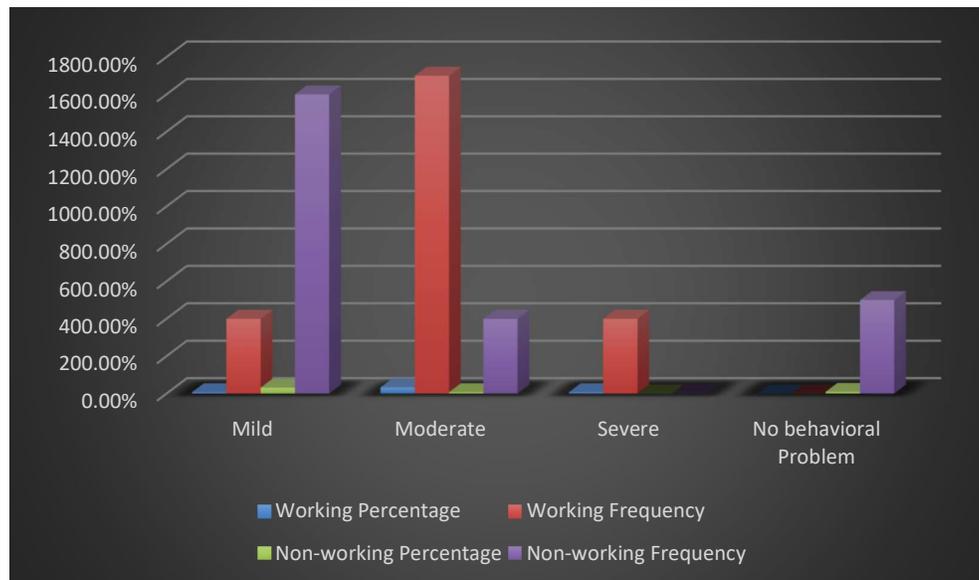
	Working		Non-working	
	Percentage	Frequency	Percentage	Frequency
Mild	8.0%	4	32.0%	16
Moderate	34.0%	17	8.0%	4
Severe	8.0%	4	-	-
No behavioural Problems	-	-	10.0%	5

**Table 2: The comparison of behavioural Problems among the pre-school children of working mothers and non-working mothers**

Variable	Frequency (f)	Percentage (%)
<b>Age (in Years)</b>		
25-29	16	32%
30-34	29	58%
35-38	5	10%
39-43	0	0%
<b>Educational status</b>		
Graduate	20	40.00%
Post graduate	2	4.00%
No formal education	28	56.00%
<b>Family Income in (rupees)</b>		
<20000	21	42.00%
20001 -50000	25	50.00%
>51000	4	8.00%
<b>Type of Family</b>		
Joint family	36	72.00%
Nuclear Family	4	28.00%

Table 3: Association of demographic variable of pre-school children of working mothers

Sr. No	Demographic data	Categories	Mild	Moderate	Severe	Total	Chi-square $\chi^2$	Df	Level of significance.
1	Age Group (in Years)	25-29	0	5	2	7	3.114 <sup>a</sup> Table value, 9.49	4	NS
		30-34	4	11	2	17			
		35-38	0	1	0	1			
		39-43	0	0	0	0			
2	Educational level	Graduate	3	6	4	13	6.499 <sup>a</sup> Table value, 9.49	4	NS
		Post graduate	0	1	0	1			
		No formal education	1	10	0	11			
3	Family income (in Rupees)	< 20000	0	6	2	8	4.806 <sup>a</sup> Table value, 9.49	4	NS
		21000 - 50000	4	8	2	14			
		> 51000	0	3	0	3			
4	Type of the family	Joint	4	15	4	23	1.023 <sup>a</sup> Table value, 5.99	2	NS
		Nuclear	0	2	0	2			

**CONCLUSION:**

The result of the study shows that 8.0%(4) of working mothers had their preschool children with severe behavioural problems and 34.0% (17) preschool children with moderate

behavioural problems. 32.0% (16) non-working mothers had their preschool children with mild behavioural problems and 8.0%(4) preschool children with moderate behavioural problems. Dealing with behavioural problems

requires patience, consistency in monitoring the children, and understanding. Every child is different, and what works for one child may not work for other children. Understanding the child's perspectives, communicating effectively, and positive reinforcement when they exhibit positive behaviour with all can avoid behavioural problems among preschool children.

### **IMPLICATIONS:**

#### **Nursing education:**

- The study emphasizes the significance of short term in service education programs for nurses and peripheral health workers related to health education, regarding selected aspects of behavioural problems among preschool children.
- The nursing curriculum should consist of increased depth, content and activities which helps to develop skills of nurses in behavioural problems.

#### **Nursing practice:**

- Nursing professionals should be able to render services according to the changing need of the society. They should be tactful to identify the problems of the preschool children because they are at crucial period of development.
- A nurse educator can educate the parents regarding emotional and behavioural problems which help them to gain healthy life, reduce and prevent the chances of emotional and behavioural problems and promote the health.

#### **Nursing administration:**

- The nurse administrator should anticipate the need and take responsibility to motivate nurses to learn and provide counselling regarding behavioural problems.
- Nursing personnel should accept the responsibility of creating awareness to the society regarding behavioural problems and preventive measures to prevent it.
- Nurse administrator can organize in-service education programme on behavioural problems in clinical fields.

#### **Nursing research:**

- Research should be directed towards exploring the various behavioural problems.
- Nursing research should be conducted towards the consequences of various behavioural problems.

### **RECOMMENDATIONS:**

- A comparative study can be undertaken among males and female preschool children regarding behavioural problems.
- A similar study may be conducted on a larger sample for wider generalization.
- A similar study may be replicated with control group.
- Health education module, manuals and self-instruction module may be developed.

- The comparative study can be conducted on urban and rural area.

#### ACKNOWLEDGMENT

Financial Support and Sponsorship: The authors are grateful to Dr. Mijahed Al-jobber, Dean of Modern Specialized College of Medical and Technical Sciences for his scientific and financial support.

#### REFERENCES

- [1] Vijayalakshmi K *et al.* A. Child rearing practices and psychological problems in children. *Nursing and Midwifery Research Journal* 2007 Apr;3(2):49-51.
- [2] Datta P. *Pediatric Nursing*. 2<sup>nd</sup> edition. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd; 2009.p.1, 186-192.
- [3] Perry. Potter. *Fundamentals of nursing*. 7<sup>th</sup> ed. Elsevier publishers;160-162.
- [4] Marlow R. Dorothy. Redding A. Barbara. *Textbook pediatric nursing*. 6<sup>th</sup> ed. Elsevier publishers;888-999.
- [5] Parul Datta. *Pediatric Nursing*. 2<sup>nd</sup> ed. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd. 2009, 186-192.
- [6] Kyle Terri. *Essentials of pediatric nursing*. 1<sup>st</sup> ed. Lippincot Williams and wilkins publishers: 137.
- [7] <http://www.thefreedictionary.com/behaviour>
- [8] Ghai OP *et al.* *Essential pediatrics*. 6<sup>th</sup>ed. New Delhi: CBS Publishers; 2005.
- [9] Bhatia M.S.*et al.*, a comprehensive textbook of child and adolescent psychiatry, new delhi, CBS publishers and distributors 1996,102-128
- [10] Letícia M. *et al.*, Prevalence of behaviour problems and associated factors in preschool children. *Revista Brasileira de Psiquiatria*. 2016 Jan/Mar :38(1):4 available from: URL: :<http://dx.doi.org/10.1590/1516-4446-2014-1596>
- [11] Perera H *et al.*, Screening for mental health problems in urban preschool children- a pilot study. *Sri Lanka Journal of Child Health* 2004; 33 (2):39-42.
- [12] World Health Organization *The world Health Report 2001, Mental health: New understanding*. New scope, Geneva: WHO.
- [13] Indian Council Of Medical Research. *Epidemiological study of child and adolescent psychiatric disorders in urban and rural areas*. New Delhi; 2001.

- 
- [14] Leticia M. *et al.* Prevalence of behaviour problems and associated factors in preschool children. *Revista Brasileira de Psiquiatria*. 2016 Jan/Mar :38(1):4 available from: URL: <http://dx.doi.org/10.1590/1516-4446-2014-1596>
- [15] Ji S.Hong, *et al.*, Disruptive Behaviour in Preschool Children. *Journal of pediatrics* [2015](#) Mar.166 (3):723–730. Available from: URL: [www.jpeds.com](http://www.jpeds.com)
- [16] Casey A. Holtz *et al.* Incidence of Behaviour Problems in Toddlers and Preschool Children from Families Living in Poverty. *The Journal of psychology*.2015;149(2):161-174. Available from: URL:<http://www.tandfonline.com/http://doi/full/10.1080/00223980.2013.853>