

# A study on the knowledge of mothers regarding behavioural problems of children

■ Jayshree Godara\* and Sunita Chouhan

Department of Human Development and Family Study, College of Home Science, S.K. Rajasthan Agricultural University, BIKANER (RAJASTHAN) INDIA

(Email: [jayshreegodara@gmail.com](mailto:jayshreegodara@gmail.com))

## ARTICLE INFO :

Received : 09.08.2017  
Revised : 15.10.2017  
Accepted : 30.10.2017

## KEY WORDS :

Knowledge of mothers regarding, Educational, Behavioural problem

## HOW TO CITE THIS ARTICLE :

Godara, Jayshree and Chouhan, Sunita (2017). A study on the knowledge of mothers regarding behavioural problems of children. *Adv. Res. J. Soc. Sci.*, 8 (2) : 265-269, DOI: 10.15740/HAS/ARJSS/8.2/265-269.

\*Author for correspondence

## ABSTRACT

The education of women is not imperative for the benefit for the women only but uplift of the society also. Today, women from all corners started working in government, semi government or private salaried jobs. The entry of women in the workforce brings changes in the structure and function of family. Every member of the family occupies a vital position in the interaction map of the child but among them the role of mother is important and varied. Mother plays important role in the personality development of the children by shaping their intellectual and social behaviour. Thus, The present study was undertaken to assess knowledge about the behavioural problems of preschool age (3-6 years) of non-employed mothers. The total sample for the present study consisted of 40 randomly selected (lottery) mothers from four randomly selected residential colonies of Bikaner city. 10 non-employed mothers were selected randomly (lottery) from each selected colony. The data were collected through interview schedule prepared by Gupta (2006). Frequency, percentage, was computed to assess the aspects of the behavioural problems of preschoolers of non-employed mothers. The assessment of knowledge of non-employed mothers revealed that majority of employed mothers had high knowledge about behavioural problems of preschoolers as compared to non employed mothers and knowledge was also found highly significant between employed and non-employed mothers.

## INTRODUCTION

Women employment rate has increased very rapidly over the last several years. Entry of women in the field of salaried jobs was a result of number of factor such as economic needs, spread of education among women, social and national reform movements attracted the attention of the people towards women empowerment, search of identity, freedom to women all over the world by recognizing equality as a fundamental right irrespective of sex, race etc. Study conducted by Hoffman

(1961) found that children of working mothers had lower intellectual performance than a matched group of children whose mother does not work. Some studies revealed that while the lack of mothers presence can impact a child negatively this impact is not as severe as what occurs if the 13 mother does not work. Such factors include poverty, parental education and quality childcare (Booth, 2000). Children of non-working parent get higher grades in high schools, but at the same time feel less pressure about doing so (Essortment, 2002). Children of working mothers do not suffer any differently from anxiety,

antisocial behaviour or stress related problems than those of non-working mothers, had fewer stereotyped gender-role attitudes and felt their mothers are more competent. Children of working mothers were also found to have a feeling of that they had control over their environment (Gershaw, 1988). Work usually adds meaning to life, this is especially true for women who enjoy their work. If a working mother is happy with her job to provide her child daily needs they may perform as a parent as well or better than a non-working mother. The working mother encouraged their children to be more independent, self-sufficient and self-independent from an early age (Hock, 1980).

Development refers to change or growth that occurs in a child during the life span from birth to adolescence. This change occurs in an orderly sequence, involving physical, cognitive, and emotional development. These three main areas of child development involve developmental changes which take place in a predictable pattern (age related), orderly, but with differences in the rate or timing of the changes from one person to another. The ages between 2 and 5 are often called the pre-school years. During these years, children change clumsy toddlers into lively explorers of their world. A child develops in these main area such as physical development; during these years, a child becomes stronger and starts to look longer and learner, cognitive development; a child in this age makes great strides in being able to think and reason. In these years, children learn their letters, counting and colours, emotional and social development; between the ages of 2 and 5, children gradually learn how to manage their feelings. By age 5, friends become important, language; by the age 2, most children can say at least 50 words. By age 5, a child may know thousand of words and be able to carry on conversation and tell stories, sensory and motor development; by the age 2 most children can walk up stairs one at a time, kick a ball, and draw simple strokes with a pencil. By the age 5, most can dress and undress themselves and write some lower case and capital letters. Early childhood is the critical period in behaviour formation. In this age of momentous change and stiffer competition most of the parents rely on pre-schools of different categories for child-care. The inevitable economic participation of women and the nuclear family system, all have necessitated this dependence on pre-schools. Thus, pre-school experiences have an effective

role in moulding the behavioural pattern of children. Ineffective and insufficient methods very often reinforce behaviour problems (Usha and Molly, 2002 and Nandagouda and Krishnaswamy, 1996). The most common problems of early childhood can be categorized as eating problem, sleeping problem, toilet problem, temper tantrums, nail biting, thumb sucking, speech problem etc. Sociologists, social psychologists and educationists got interested in the field of children of working and non-working mothers to find out the problems that the children of working mothers face. Hoffman (1963) found that the children of working mothers appeared to be less assertive and less affective in their peer interaction. These children helped someone less in house hold tasks than did the children of non-working mothers.

Moore's (1963) data indicate that the children who had been left by their mothers from early infancy showed more dependent attachment to their parents than did any other children. They exhibited other symptoms of insecurity such as nail biting and bad dreams. Therefore, the present study aimed to assess and compare knowledge about the behavioural problems of preschool stage (3-6 years) of employed and non-employed mothers which will be helpful to overcome the problems they face during the development of their children and influence their overall personality development in later years of life with the following objectives.

## MATERIAL AND METHODS

### Locale of the study :

The residential colonies of Bikaner city within its municipal limits to ensure optimum personal individualistic contact with the subjects for the data collection. Analysis and writing work were done at college of Home Science, Swami Keshwanand Rajasthan Agricultural University, Bikaner.

### Sample and its selection :

#### *The sample :*

The sample for the study comprised of randomly selected 40 non-employed mothers from randomly selected residential colonies of Bikaner city. Thus, the final sample for the present study consisted of 40 non-employed mothers who fulfilled the criteria fixed for the present study.

**Procedure for sample selection :**

First step was to prepare a list of residential colonies located within the municipal limits of Bikaner city. Then, from the prepared list, 4 residential colonies were randomly (lottery) selected from each direction of Bikaner city for the study. Then, in the next step, the investigator approached the local active leaders of each of the selected colonies to collect information about the details like number of sectors, houses etc. After developing rapport with the selected ladies, the investigator prepared separate lists of eligible employed and non-employed mothers with the help of local respective colony leaders. Then, from the prepared list 10 mothers were selected randomly (lottery) from each selected colony. Finally, the sample of 40 mothers was comprised for the study.

**Tool and its description :**

*Development and description of tool :*

Selection and development of tool to achieve the objectives of the research is an important step in any research. Keeping in mind the purpose of the study, the investigator used Behavioural Problems Assessment Interview Schedule (prepared by Gupta, 2006) to collect the data for the study.

*Description of tool*

There were two sections in the interview schedule.

**Section ‘A’ :**

This section Consisted of general background information of the respondents like- age, occupation, education, caste, family type, family size, monthly income, ordinal position of index pre school child mass

media exposure etc.

**Section ‘B’ :**

This Section consisted of 56 questions/statements related to the knowledge of subjects on the following aspects of the study:

**Types of behavioural problems :**

Reasons of behavioural problems and their solutions.

**Procedure of data collection :**

Interview schedule was used to find out the knowledge of the respondents regarding behavioural problems of employed or non employed mothers. The investigator distributed the interview schedule to collect information from the respondents and personally contacted each respondent to explain the purpose of the study so that the investigator could clarify the doubts if any, to the respondents in understanding the item of the tool.

**OBSERVATIONS AND ANALYSIS**

The results obtained from the present investigation as well as relevant discussion have been summarized under following heads :

**Analysis of data :**

The ensuring description attempts to highlight the method applied by the investigator for processing and analysis of data. The data collected through interview schedule was coded separately and analyzed in the light of the objectives of the study. The respondents were asked

Sr. No.	Aspects	Categories for the level of knowledge	Non- employed mothers
			(n=40) F (%)
1.	Aspect I – Introduction about preschool years (Total scores- 37)	Low knowledge (score range 0 -12)	18 (45.00)
		Moderate knowledge (score range 12 -24)	14 (35.00)
		High knowledge (score range 24 – 37)	8 (20.00)
2.	Aspect II – Behavioural problems of preschoolers (3-6 years) (Total scores -87)	Low knowledge (score range 0-29)	26 (65.00)
		Moderate knowledge (score range 29-58)	10 (25.00)
		High knowledge (score range 58-87)	4 (10.00)
3.	Overall knowledge (Aspect I, II) (Total scores 124)	Low knowledge (score range 0-41)	24 (60.00)
		Moderate knowledge (score range 41-82)	15 (37.50)
		High knowledge (score range 82-124)	1 (2.50)

to reply in two categories, that is 'Yes or No'. one score was given for each right answer (yes) and for each option. Further, zero score was given for each (No). The total scores of the individual respondent for all the aspects were calculated.

Table 1 revealed that majority of non-employed mothers (60%) per cent had low knowledge, followed by 37.50 per cent had moderate level of knowledge and only 2.50 per cent mothers had high knowledge about the overall programme. Thus, it reflects from the above results that most of the non-employed mothers had low level of knowledge about both the aspects. Campbell (1995) indicates that families that are more distressed and face more adversity are more likely to have children with more behaviour problems. So, according to Campbell it will be concluded that employed mothers had high knowledge about behaviour problems of pre-schoolers because they are working and their children have more behavioural problems because of their mother's absence and less affection towards their children as well as the employed mothers used to have high media exposure, hence they have more and better knowledge about behavioural problems of pre-schoolers.

### Implications and recommendations of the study :

#### Implications :

- The results of the present study will be able to provide the knowledge for early childhood education personnels regarding selected behavioural problems of pre-schoolers.
- It will be helpful for the implementation of parent education programme for non-working women.
- The study will serve as useful reference material for research scholars for further research in this field.
- It will also help those professionals who are dealing with children's problems regarding working and non-working women.
- The findings of this study will be helpful in the field of child guidance and counseling for better upbringing of children.

#### Recommendations :

- Further research may be conducted on a large sample.
- A similar study can be undertaken for fathers and personnels of early childhood education like anganwadi workers, caretakers etc.

- A comparative study for parent education programme can be undertaken between high, middle and low income groups.
- A similar study can be undertaken in rural areas also.
- Programme should be planned and executed by various welfare/ educational organizations to impart knowledge to the community about various behavioural problems in children of working and non-working women for better understanding. Similar work related to the present investigation was also carried out by Aggarwal and Verma (1987) and Baumrid (1991).

### REFERENCES

- Aggarwal, S. and Verma, J. (1987). Aggressiveness among children: A function of differential training by mothers. *Indian Psychol. Rev.*, **32** : 15-19.
- Baumrid, D. (1991). The influence of parenting style on adolescent competence and substance abuse. *J. Early Adolescence*, **11**(1) : 56-95.
- Booth, L. (2000). Working Mothers At Risk From Too Much Guilt. iVillage Limited.
- Campbell, S.B. (1995). Behavior problems in preschool children: A review of recent research. *J. Child Psychology & Psychiatry*, **36** : 113-149.
- Essortment (2002). Children of Working Mothers. Essortment
- Gershaw, D. (1988). Working Mothers and Their Children. A Line on Life.
- Gupta, K. (2006). An education programme for rural mothers regarding behavioural problems of their children during early childhood years (3- 6 years) of Bikaner panchayat samiti. M.Sc. Thesis, Department of Human Development and Family studies, RAU, Bikaner.
- Hock, E. (1980). Working and nonworking mothers and their infants: A comparative study of maternal caregiving characteristics and infant social behavior. *Merrill-Palmer Quarterly Behavior & Development*, **26** (2) : 79-101
- Hoffman, Lois W. (1961). Effect of maternal employment on the child. *Child Development*, **32** : 187-197.
- Hoffman, L.W. (1963). "The decision to work" In Nye F. Ivan & Hoffman LW (ed). The employed mother in America, Chicago: Rand McNally & company.
- Moore, T.W. (1975). Exclusive early mothering and its alternatives. *Scandinavian J. Psychology*, **16** : 256 – 272.
- Nadagouda, J.C. and Krishnaswamy, S. (1996) Prevalence of

behaviour problems among preschool children: Parent educational needs of their mothers. *J. Community Guidance & Res.*, **13** : 27-39.

Usha, P. and Molly, K. (2002). Supporting system and certain behavioural problem of preschool children in Malappuram. *Project Report*, 2002.

8<sup>th</sup>  
Year  
★★★★★ of Excellence ★★★★★