

ORIGINAL ARTICLE

A Comparative Study to assess the Behavioural Problems of School Children Between Working and Nonworking Mothers in Selected Schools

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ABSTRACT

Background of the study: Children of today are the citizens of tomorrow. The common behavioural problems identified in school children includes Habit problems, Sleep problems, Speech problems, Scholastic problems, Psychosexual problems, Personality problems and Psycho social problems. The most common disruptive behaviour disorders include problems of eating, oppositional defiant disorder (ODD), conduct disorder (CD), and attention deficit hyperactivity disorder (ADHD).

Methodology: The research design was descriptive and two groups are working and nonworking mothers. The sample size was 60. A tool i.e. modified Standardize tool was used to assess the behavioral problems.

Result: It was found that in the mean of working mothers group is 19.40 and mean of nonworking mothers group is 18.63. The standard deviation of working mothers group is 3.047 and nonworking mothers group is 3.011. The df is 29, and the unpaired-test value is 0.980, and the table value is 2.002 and P value 0.331. So it was not significant.

Conclusion: The study concluded that, no more comparison between behavioral problems among school children between working and nonworking mothers.

KEYWORDS:

• Behavioural Problems • School Children • Working mothers • Nonworking mothers

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INTRODUCTION

Background of the study:

Children are considered a gift from God, and the progress of any country relies on the well-being of its younger generation.¹ For a nation's future growth, it is crucial to have children who are both mentally and physically healthy.²

In today's world of rapid technological development, children are facing immense pressure to perform.³ Factors such as the disintegration of joint families and fast-changing socio-cultural values have led to a significant and concerning increase in behavioural issues among children.⁴

Behavioural difficulties commonly observed in school-going children include issues related to habits, sleep, speech, academic performance, psychosexual development, personality, and psychosocial adjustment.¹ Among the disruptive behaviour disorders, the most frequently seen are eating disturbances, Oppositional Defiant Disorder (ODD), Conduct Disorder (CD), and Attention Deficit Hyperactivity Disorder (ADHD).⁵

Disruptive behavioural disorders are complex in nature, as they often result from a combination of multiple contributing factors. For instance, a child presenting with conduct disorder may also suffer from ADHD, anxiety, depression, or an unstable family environment. Diagnosis typically requires evaluation by a specialized team, which may consist of a paediatrician, psychologist, or child psychiatrist, along with detailed interviews with parents, the child, and teachers.⁶ It is also essential to exclude any recent acute stressors that could be affecting the child's behaviour. Factors such as parental illness or victimization by other children could lead to abrupt changes in a child's normal behaviour and must be considered initially.⁷

Untreated children with behavioural disorders may grow up to be dysfunctional adults.⁸ Maternal reactions are underlined as a key factor in shaping child behavior.⁹ The way a mother parents can have a considerable impact, and children who do not receive enough attention may develop behavioral problems.¹⁰ Therefore, knowing the prevalence of such

issues is necessary to develop appropriate mental health programs for children and to enhance the quality of life for those affected.¹

Aim:

To assess the behavioural problems between school children of working and nonworking mothers in selected schools.

Objectives:

1. To assess the behavioural problems among school children of working mothers in selected schools.
2. To assess the behavioural problems among school children of nonworking mothers in selected schools.
3. To compare the behavioural problems between school children of working and nonworking mothers in selected schools.
4. To determine the association of scores on behavioural problems with their selected socio-demographic characteristics among school children of working mothers in selected schools.
5. To determine the association of scores on behavioural problems with their selected socio-demographic characteristics among school children of nonworking mothers in selected schools.

Assumption:

1. The rates of behavioural problems experienced by school children of working and nonworking mothers may be unequal.
2. Socio-demographic characteristics will show association with behavioural problems among school children of working mothers in selected schools.
3. Socio-demographic characteristics will show association with behavioural problems among school children of nonworking mothers in selected schools.

METHODOLOGY

The research design was descriptive and two groups are working mothers and nonworking mothers. The sample size was 60. Inclusion Criteria include working and nonworking

mothers having children between the age group of 5-14 years. Working mothers who were working away from home for more than 6 hours a day. Nonworking mothers who were home makers and not on any Govt. or private work. A tool i.e. modified Standardize tool was used to assess the behavioral problems. Content validity of the tool was established and reliability of the tool was established by using split half method. Convenient sampling technique was used to select the samples in the study. Data was collected by using the behavioral problems tool. The collected data

was analysed by using both descriptive and inferential statistics.

RESULTS

TABLE 1: To assess the behavioural problems among school children of working mothers in selected schools

Category Score	Frequency (F)	Percentage (%)
Maladaptive Behavior (25-32)	02	6.7%
Clinical Significant (21-24)	06	20%
Elevated Behavior (18-20)	12	40%
Normal Behavior (0-17)	10	33.3%

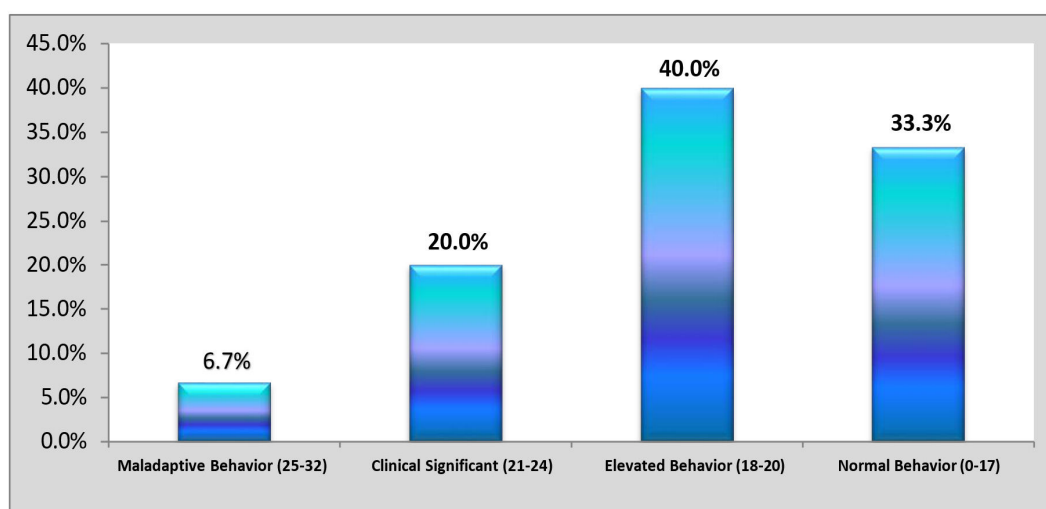


Figure 1: To assess the behavioural problems among school children of working mothers in selected schools

Table 1 and Figure 1: Depict the behavioural problems score among school children of working mothers 02(6.7%) subjects had maladaptive behavior, 06(20%) subjects had clinical significant, and 12(40%) subjects had elevated behavior and 10(33.3%) subject had normal behavior.

Table 2: Depict the behavioural problems score among school children of nonworking mothers 02(6.7%) subjects had maladaptive behavior, 04(13.3%) subjects had clinical significant, and 14(46.7%) subjects had elevated behavior and 09(30%) subject had normal behavior.

TABLE 2: To assess the behavioural problems among school children of nonworking mothers in selected schools

Category Score	Frequency (F)	Percentage (%)
Maladaptive Behavior (25-32)	02	6.7%
Clinical Significant (21-24)	04	13.3%
Elevated Behavior (18-20)	14	46.7%
Normal Behavior (0-17)	09	30%

To assess the behavioural problems among school children of nonworking mothers in selected schools.

TABLE 3: To compare the behavioural problems between school children of working and nonworking mothers in selected schools (N-60)

Group	Mean Score	S.D.	Df	Mean (F)	Unpaired Test	P value	Table Value at 0.05	Result
Behavioural Problems Score	Working Mothers Group	19.40	3.047	64.67	0.980	0.331	2.002	Non Significant
	Non-working Mothers Group	18.63	3.011	62.11				

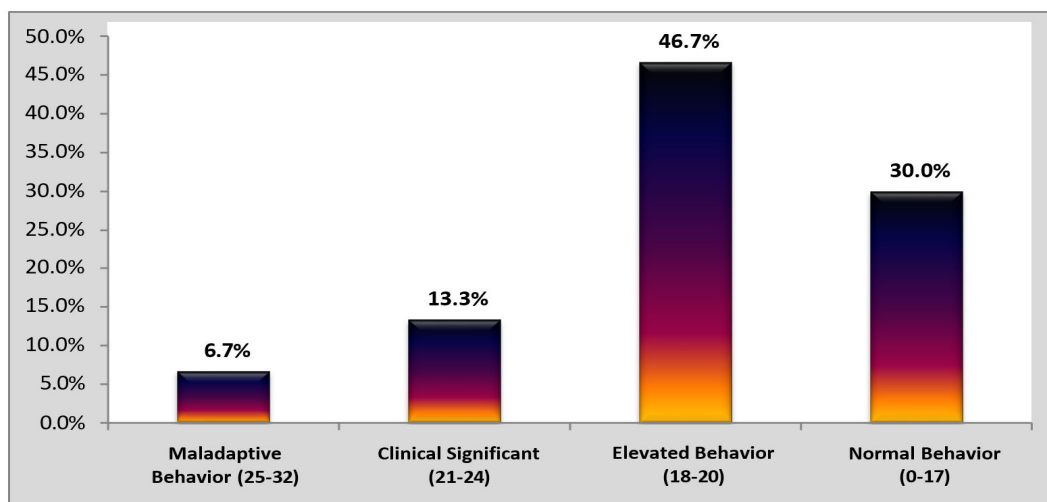


Figure 2: To compare the behavioural problems between school children of working and nonworking mothers in selected schools

Table 3 and Figure 2: Shows that the mean of working mothers group is 19.40 and mean of nonworking mothers group is 18.63. The standard deviation of working mothers group is 3.047 and nonworking mothers group is 3.011. The df is 29, and the unpaired-test

value is 0.980, and the table value is 2.002 and P value 0.331. So while comparing the data shows that it was not significant at 0.05 level of significance and regarding behavioral problems among school children between working and nonworking mothers.

Table 4: To determine the association of scores on behavioural problems with their selected socio-demographic characteristics among school children of working mothers in selected schools

Sociobio-demographic characteristics	Levels				Association with Employed Mothers Score				
	Maladaptive Behavior	Clinical Significant	Elevated Behavior	Normal Behavior	Chi Test	P Value	df	Table Value	Result
Age									
25-28 year	0	2	2	1	6.318	0.708	9	16.919	Not Significant
29-32 year	1	0	5	3					
33-36 year	1	3	5	5					
37-40 year	0	1	0	1					
Occupation									
Unemployed	0	0	0	0	0.938	0.816	3	16.919	Not Significant
Government employee	1	2	3	2					
Non – Government employee	1	4	9	8					
Religion									
Sikh	1	4	8	8	6.619	0.677	9	16.919	Not Significant
Muslim	0	0	1	1					
Hindu	1	1	3	1					
Christian	0	1	0	0					

table cont....

Type of Family									
Joint	0	1	7	0					
Nuclear	2	5	3	10	16.313	0.012	6	12.592	Not Significant
Extended	0	0	2	0					
Qualification									
Illiterate	0	0	0	0					
Primary Education	0	0	0	0					
High school education	0	0	0	1	2.474	0.871	6	12.592	Not Significant
Graduate	1	3	5	5					
Post graduate	1	3	7	4					
Number of Children									
Only one	1	3	4	6					
Two	1	3	7	2	4.652	0.589	6	12.592	Not Significant
Three or more	0	0	1	2					
Residence									
Urban	1	2	6	4	0.543	0.909	3	7.815	Not Significant
Rural	1	4	6	6					

Table 4 Shows that there was no significant association between scores on behavioural problems with their selected socio-bio-demographic characteristics like age, occupation, religion, type of family, qualification, number of children and residence among school children of working mothers in selected schools.

Table 5: To determine the association of scores on behavioural problems with their selected socio-demographic characteristics among school children of nonworking mothers in selected schools

Sociobio-demographic characteristics	Levels				Association with Unemployed Mothers Score				
	Maladaptive Behavior	Clinical Significant	Elevated Behavior	Normal Behavior	Chi Test	P Value	df	Table Value	Result
Age									
25-28 year	0	0	3	3	5.667	0.773	9	16.919	Not Significant
29-32 year	1	3	4	3					
33-36 year	1	1	4	3					
37-40 year	0	0	3	1					
Occupation									
Unemployed	2	4	14	10	0.000	00	0	00	00
Government employee	0	0	0	0					
Non – Government employee	0	0	0	0					
Religion									
Sikh	1	2	8	7	6.362	0.703	9	16.919	Not Significant
Muslim	0	0	1	2					
Hindu	1	1	4	1					
Christian	0	1	1	0					

table cont....

Type of Family									
Joint	1	0	4	4					
Nuclear	1	3	9	5	3.417	0.755	6	12.592	Not Significant
Extended	0	1	1	1					
Qualification									
Illiterate	0	1	1	2					
Primary Education	2	1	1	3					
High school education	0	1	8	4	14.428	0.274	12	21.026	Not Significant
Graduate	0	0	3	1					
Post graduate	0	1	1	0					
Number of Children									
Only one	0	2	3	3					
Two	1	2	8	5	3.321	0.768	6	12.592	Not Significant
Three or more	1	0	3	2					
Residence									
Urban	0	3	7	7					
Rural	2	1	7	3	4.140	0.247	3	7.815	Not Significant

Table 5 Shows that there was no significant association between scores on behavioural problems with their selected socio-bio-demographic characteristics like age, occupation, religion, type of family, qualification, number of children and residence among school children of nonworking mothers in selected schools.

DISCUSSION

The present study revealed no significant difference in the rate of behavioural problems among school children of working and non-working mothers. This finding indicates that maternal employment status alone is not a determining factor for behavioural problems in children. This result is consistent with previous studies which reported that quality of parenting, family environment, and support system are more influential than whether the mother is working or not.

CONCLUSION

Children of today are the citizens of tomorrow. The common behavioural problems identified in school children includes Habit problems, Sleep problems, Speech problems, Scholastic problems, Psychosexual problems, Personality problems and Psycho social problems.

The comparison of assess behavioral problems among school children between

working and non working mothers. The mean of working mothers group is 19.40 and mean of non working mothers group is 18.63. The standard deviation of working mothers group is 3.047 and non working mothers group is 3.011. The df is 29, and the unpaired-test value is 0.980, and the table value is 2.002 and P value 0.331. So it was not significant and shows that no more comparison between behavioral problems among school children between working and non working mothers.

Conflict of Interest: The authors declare that there is no competing interest regarding the research, authorship, and publication of this article.

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Ethical Approval: The study was approved by the ethics committee and informed consent was obtained from all subjects prior to their participation.

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