

Behavioral Problems among School Age Children of Working and Non-Working Mothers in Devchuli, Nawalpur

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Abstract: A comparative descriptive study on Behavioral Problems among School Age Children Of Working And Non-Working Mothers was carried out in Devchuli Municipality ward no. 2 and 17, at Nawalpur district. Behavior problem is the symptomatic expression of emotional or interpersonal maladjustment especially in children. The objective of the study was to find out the behavioral problems among school age children of working and non-working mothers. Using purposive sampling technique used a comparative descriptive study design to find the behavioral problems among 104 school age children of working and non-working mothers. Data was collected by using likert scale (standard tool, Rutter's Children Behavioral Questionnaire) during two weeks and data was analyzed in descriptive and inferential statistics. The finding of the study revealed that 88.5% and 82.7% children of working and non-working mothers had normal behavior respectively whereas 11.5% children of working mothers and 17.3% children of non working mothers had moderate behavior problems. Based on the findings, this study revealed that most of the children of working and non-working mothers had normal behavior and less than half of children of working and non-working mothers had moderate behavior problems. Similar study can be conducted in large scale so that findings could be generalized. More study can be carried on community level.

Key words: Behavioral problems, school age children, working and non-working mother

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I. Introduction

Aggressive behavior is only the way of communication in the children, in order to express their wishes or deals with their likes and dislikes in all age groups from infancy to adolescence. Aggressive behavior outlined as an act directed towards a specific other person or object with the intent to harm or frighten, that there is agreement concerning about the aggressive intent of the act. The rates of physical aggression accrued from 30 months old to 42 month-old and decline after from age 43 months onward. It occurs in elementary year and its decline around preschool year.¹ (Yaacob & Siew, 2010).

School-going children form a crucial vulnerable segment of the nation's population. School age is a dynamic period of physical growth and development, where the child undergoes fast mental, emotional, and social changes. Behavior problem is the symptomatic expression of emotional or interpersonal maladjustment especially in children (as by nail-biting, enuresis, negativism, or by overt hostile or delinquents acts). Childhood behavior issues could end up in anti-social behavior in adulthood.² (Masare, Seema, Gokhe, & Shinde, 2017).

The most commonly reported child behavioral problems were addictive behaviors, neglecting schoolwork, getting angry over small issues, fighting, disobedience, and stealing. Globally, around 10 to 20 % of children and adolescents suffer from a mental health problem. In developing countries 10.5 % of adolescent suffer from mental health problems, with significant proportion being conduct problems. Likewise, 20.8% of children in Brazil, 11.7-13.7 % of school age children in Sri Lanka, 34-36 % of children in Pakistan, and 30 % of children in India suffer conduct or behavioral problems. Studies conducted in developed countries have shown that child behavior problems have negative impacts on children's social, educational and economic performance in later life.³ (Adhikari et al., 2015).

Behavioral problems in children are not a disease entities but symptoms or reaction caused by emotional disturbances or environmental maladjustment. Several studies had found that there is significant difference in the behavioral problems of school age children of working and nonworking mothers where more in the children of working mothers when compared with those of non- working mothers. Similarly, mild level of behavioral problems were reported by 40% of working mothers and 83.3% of non-working mothers, whereas 16.7% of non-working mothers and 60% of working mothers reported moderate level among their children.⁴ (Alexander & Shetty, 2014).

Many people are of different views regarding effect of mother's working status on behavioral problems of children. Some researcher found that children of working mothers suffer so much and get neglected as they get a bit time to spend on their children however some of them viewed that children of working mother become self confident, obedient, and timely etc and get mature earlier.⁵ (Ranjan, 2013).

Children of working mothers significantly differ from those of non-working mothers on all dimensions of behavioral problems like cognitive, physical, emotional, social and moral (Lucas, Goldberg & Prause, 2010).

A study from Kathmandu, Nepal showed that the prevalence of emotional and behavioral problems among children (6-18years) was 28.57% of which 26.31% in boys and 30.43% in girls.⁶ (Ojha, Chapagain & Tulachan, 2013). So, this conflict of opinions stimulated the researcher to conduct the present study to find out whether there is any difference in behavioral problems of school age children of working and non-working mothers.

II. Material And Methods

A comparative descriptive design was used to find the behavioral problems among school age children of working and non-working mothers. The research was conducted in Devchuli- 2 & 17, Nawalpur. The study populations were working and non-working mothers of Devchuli-2 and 17 of Nawalpur district who were having children of 6-12 years age. 104 working and non-working mothers were selected for the study by using purposive sampling technique. Semi-structure interview schedule and standard tool named Rutter's Children Behavior Questionnaire was used to collect from the mothers through face-to-face interview.

Study Design: A comparative descriptive design

Study Location: Devchuli2 & 17 municipality, Nawalpur district,

Study Duration: 2 weeks

Sample Size: 104 working and non-working mother (52 working mother + 52 non working mother)

Inclusion criteria:

- a) Working and non-working mothers having children between 6-12 years of age
- b) Working and non-working mothers who are available at the time of data collection.

Procedure methodology: The study was conducted after the approval of research proposal from the Nursing Thesis Committee of Chitwan Medical College, School of Nursing. Ethical approval was taken from Institutional Review Committee, Chitwan Medical College, Bharatpur, Chitwan. Formal permission was taken from wards number 2 and 17 from Devchuli Nawalpur. The written informed consent was taken from each respondent's by explaining the purpose and significance of the study before data collection. The tool was translated into Nepali language for convenience.

The questionnaire consists of socio-demographic data Rutter's Children Behavioral Questionnaire (Scale A) consist of 19 items of behavior against which the mothers will be asked to report each items of children's behaviors as "does not apply" "applies somewhat" or "definitely applies". Levels of behavioral problems was measured by calculating the total score of the child in terms of percentage and classified into 3 categories based on the scores obtained.

Normal = <80th percentile

Moderate = between 80th and 95th percentile

Severe = >95th percentile ⁷ (Rutter, 1987)

Statistical analysis

Data was analyzed using SPSS (Statistical Package for Social Science). Data were summarized using descriptive statistical method i.e. frequency, mean, median and standard deviation and inferential statistics like independent 't' test and chi-square test to compare behavioral problems of school age children between working and non-working mothers and to find association and between level of behavioral problems and selected variables respectively.

III. Result

TABLE 1. Socio-demographic Characteristics of Respondents

(n₁=52, n₂=52)

Variables	Working Mothers		Non-Working Mothers	
	Frequency	Percentage	Frequency	Percentage
Age of respondents				
20-24 years	3	5.8	2	3.8
25-28 years	12	23.1	16	30.8
29-32 years	15	28.8	19	36.5
>32 years	22	42.3	15	28.8
n ₁ -Mean±SD=31.08±4.405, Minimum=22, Maximum=40 n ₂ -Mean±SD=30.63±4.433, Minimum m=20, Maximum=40				
Educational status				
Literate	44	84.6	37	71.2
Illiterate	8	15.4	15	28.8
Educational level (n₁=44, n₂=8)				
Can read and write	2	3.8	2	3.8
Basic education	15	28.8	14	26.9
Secondary education	24	46.2	21	40.4
Bachelor and above	3	5.8	0	0
Type of family				
Nuclear	41	78.8	38	73.1
Joint	11	21.2	14	26.9
Occupation of respondents				
Government employee	5	9.6		
Private employee	19	36.5		
Daily wages	15	28.8		
Business	13	25.0		
Working hour of respondents				
<10 hrs	34	65.4		
10-14 hrs	18	34.6		

Table 1 revealed that, regarding the age 42.3% working mothers were >32 years old whereas 36.5% non-working mothers were 29-32 years. Regarding educational status, 84.6% and 71.2% of working mothers and non-working mothers were literate respectively among them 46.2% and 40.4% of working and non-working mothers respectively had secondary education. Regarding type of family 78.8% working mothers had nuclear family and 21.2% had joint family. In non- working mothers, 73.1% had nuclear family and 26.9% had joint family. Regarding occupation of mothers, 36.5% were involved in private employment where as 9.6% were involved in government employment. Regarding working hour of mothers 65.4% worked <10 hours and 34.6 % worked for 10-14 hours.

Table 2. Socio-demographic Characteristics of Respondent's School Age Children

(n₁=52, n₂=52)

Variables	Working Mothers		Non-Working Mothers	
	Frequency	Percentage	Frequency	Percentage
Age of children				
<9 years	29	55.8	29	55.8
≥9 years	23	44.2	23	44.2
n ₁ =Mean±SD=3.90±1.943, Minimum=6, Maximum=12 n ₂ =Mean±SD=4.06±2.00, Minimum=6, Maximum=12				
Gender of children				
Male	30	57.7	21	40.4
Female	22	42.3	31	59.6
Number of children				
One	8	15.4	10	19.2
Two	31	59.6	30	57.7
Three	13	25.0	12	23.1
Educational result of children				
Pass	44	84.6	48	92.3
Excellent	8	15.4	4	7.7

Table 2 shows that, more than half of the children 55.8% were <9 years and 44.2% were ≥9 years old of working and non working mothers respectively. Regarding gender of the children, working mothers had 57.7%

male children whereas non-working mothers had 59.6% female children. Similarly, non- working mothers were 40.04% male children and 59.6% were female children. Regarding number of children, 15.4%, 59.6% & 25% working mother had one, two and three children respectively whereas 19.2%, 57.7% and 23.1% non-working mother had one, two and three children respectively. Regarding educational result of children, 84.6% children of working mothers had pass result whereas 92.3% children of non-working mothers had pass result. Similarly, 15.4% and 7.7% children of working and non-working mother respectively had excellent result.

Table 3.Level of Behavioral Problems of Respondent’s School Age Children
(n₁=52, n₂=52)

Level of behavioral problems	Working Mothers		Non-Working Mothers	
	Frequency	Percentage	Frequency	Percentage
Normal (<80%)	46	88.5	43	82.7
Moderate (80-95%)	6	11.5	9	17.3

n₁= Mean±SD= 7.46±2.44 Minimum= 2.00, Maximum= 12.00

n₂= Mean±SD= 8.53±1.81 Minimum= 4.00, Maximum= 12.00

Table 3 shows that, among a total of 104 children, 88.5% children of working mothers and 82.7% children of non-working mothers had normal behavior whereas 11.5% children of working mothers and 17.3% children of non-working mothers had moderate behavior problems.

Table 4. Difference Between Behavioral Problems of Respondent’s School Age Children
(n₁=52 , n₂=52)

S.N	Group	Mean	Standard deviation	Independent ‘t’ Value	P value
1	Working mothers (n=52)	7.4615	2.44518	-2.548	.012
2	Non –working mothers (n=52)	8.5385	1.81995		

Significance level at 0.05

Table 4 depicts, there was significant difference between behavioral problems among school age children of working and non-working mothers.

Table 5. Association Between Level of Behavioral Problems and Selected Variables of Respondents School Age Children

Variables	Working Mothers				Non-Working Mothers			
	Level of Behavioral Problems		χ ²	P – value	Level of Behavioral Problems		χ ²	P –value
	Normal Behavior	Moderate Behavioral Problems			Normal Behavior	Moderate Behavioral Problems		
Age of respondent								
<30 yrs	26(96.3%)	1(3.7%)	1.969	.161*	24(80.0%)	6(20.0%)	.052	.819*
≥30 yrs	20(80.0%)	5(20.0%)			19(86.4%)	3(13.6%)		
Type of family								
Nuclear	36(87.8%)	5(12.2%)	.000	1.000*	33(86.8%)	5(13.2%)	.792	.373*
Joint	10(90.9%)	1(9.1%)			10(71.4%)	4(28.6%)		
Working hour of respondents								
<10 hours	30(88.2%)	4(11.8%)		1.000*				
10-14 hours	16(88.9%)	2(11.1%)						
Age of children								
<9 years	27(93.1%)	2(6.9%)	.547	.460*	23(79.3%)	6(20.7%)	.126	.723*
≥9 years	19(82.6%)	4(17.4%)			20(87.0%)	3(13.0%)		
Gender of children								
Male	26(86.7%)	4(13.3%)	.001	.973*	16(76.2%)	5(23.8%)	.418	.518*
Female	20(90.9%)	2(9.1%)			27(87.1%)	4(12.9%)		
Educational								

result of children								
Pass	39(88.6%)	5(11.4%)	.000	1.000*	39(81.2%)	9(18.8%)	.070	.341*
Excellent	7(87.5%)	1(12.5%)			4(100.0%)			

*= Continuity Correction^b

Table 5 reveals that, there was no any statistical significant association between level of behavioral problems and selected variables such as age of respondent, type of family, working hour of respondents, age of children, gender of children and educational result of children.

IV. Discussion

This study was designed to find out the level of behavioral problems among school age children of working and non-working mothers. The study populations consist of 104 children of working and non-working mothers age between 6 to 12 years. However, it should be noted that there is limited literature related to behavior problems. Concerning behavioral problems, 88.5% children of working mothers and 82.7% children of non-working mothers had normal behavior whereas 11.5% children of working mothers and 17.3% children of non-working mothers had moderate behavior problems. Most of working mothers are educated. They have good knowledge about child's growth and development. Non-working mothers are unhappy with their life and cannot be positive influence in their children. The findings of the study is not consisted with the study conducted by Alexander and Shetty (2014) which revealed that 60% and 16.7% children of working and non working mothers had moderate behavioral problems respectively.

The findings of the present study revealed that there was a significant difference between the level of behavioral problems among school age children of working and non-working mothers which is consistent with findings by Alexander and Shetty (2014) which showed that significant difference between the level of behavioral problems of preschool children among working and non working mothers. The findings of the present study revealed that there is no significant association between behavioral problems among school age children of working and non working mothers, this findings of the study is not consistent with study conducted by Alexander and Shetty (2014) which revealed that there is significant association between behavioral problems of preschool children among working mothers and age and gender of the child.

V. Conclusion

Based on the findings, this study reveals that most of the children of working and non-working mothers had normal behavior and less than one fourth of children of working and non-working mothers had moderate behavior problems.

This study also concludes that the factors such as age of mothers, educational status, educational level, type of family, occupation and working hours of mother does not influences the behavioral problems. There is need for aware of the behavioral problems of school age children. Screening is necessary to detect behavioral problems in school age children. Therefore, behavioral problems always require special attention.

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