COMPARISON OF BEHAVIOURAL PROBLEMS AMONG CHILDREN OF WORKING AND NON-WORKING WOMEN

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ABSTRACT

BACKGROUND

It stresses that the mother's reaction plays an important role in moulding the behaviour of a child. Mothering styles affect the behaviour of the children and less time spent with children can lead to abnormal behaviour in children. Lot of research had been carried out regarding parenting styles and outcomes in children, but very scanty research is available regarding parental knowledge and child outcome. With changing scenario in India, and with more women working in offices and other areas, quality time spent between mothers and children is gradually decreasing which has both negative and positive effects on children. While children of working women may be self-sufficient, they may suffer from bad experiences.

MATERIALS AND METHODS

Keeping in mind this fact of changing scenario of socio-economic status of Hisar, a study was planned to compare the behavioural problems among children of working and non-working women. The population for the study included approximately fifty school children whose mothers are working and fifty children whose mothers are non-working within age range of 6-10 years. Instruments which were used were a structured interview schedule to assess demographic proforma. Behavioural problems assessment rating scale. (CBCL) by ACHENBACH.

RESULTS

Collected data was analysed using descriptive and inferential statistics. Demographic variables were assessed using frequency and percentage. Behavioural problems were analysed using mean and standard deviation. t test was used to analyse the association of the level of behavioural problems with the selected demographic variables of the samples like- working/non-working women. Comparing the total raw score of children of working and non-working women on child behaviour check list, it was clear that children of working women score high in the scales compared to non-working women which was statically significant.

CONCLUSION

Children of working mothers differ significantly from those of non-working mothers on all dimensions of behavioural problems like cognitive, physical, emotional, social and moral.

KEYWORDS

Parental Knowledge, Behaviour Check List, Demographic Variables, t Test.

BACKGROUND

Parenting is multidimensional. To respond to the varied needs of their children, parents must develop both depth and breadth of knowledge, ranging from being aware of developmental milestones and norms that help in keeping children safe and healthy to understanding the role of professionals (e.g., educators, child care workers, health care providers, social workers) and social systems (e.g., institutions, laws, policies) that interact with families and support parenting (Parenting Knowledge, Attitudes, and Practices NCBNIH (https: //www.ncbi.nlm.nih.gov/books/ NBK402020/).[1] It is worth noting that the research base regarding the association between parental knowledge and child outcomes is much smaller than that on parenting practices and child outcomes (Winter et al., 2012).[2] Where data exist, they are based largely on correlation rather than experimental studies.

With changing scenario in developing countries including India. Transition from joint family to nuclear family is having great impact on behaviour of children. Lack of parenting skills in new working mothers sometimes make the child confused hence poor in academic performance. The child may feel neglected.

A house wife who is not happy from within or having marital conflicts sometime could not guide her children properly on the other hand a working woman with sense of accomplishment cam make her child more self-efficient playing a positive role in society. If both the parents are working there socio-economic status improves hence children has more opportunity to go to better schools or higher education. A child staying with maid servant or grandparents can behave in different way. With incidence of child abuse increasing and poor day care services for children in India one is dilemma what to do and what not to do. Overstressed working women may have disastrous effect on children. Proper emotional ventilation of children is must. With mobile phones, multimedia communication skills are deteriorating day by day. Parents have no time to talk to their children leading the child to be more influenced with peer group than family.

Most of studies in India are conducted assessing the behaviour changes in preschool children among working and non-working women that too in South. So the study was planned to observe the behaviour changes esp. in school going children of north India were lot of influences including peer pressure, modernisation. Identity crisis etc., are on these children. It would be interesting to know how children of working and non-working women have behaviour problems in coping with these conflicts.

The National Survey on Drug Use and Health (NSDUH) Report (2008), states that during the past two decades, there have been marked changes in inpatient services for preschool children with emotional and behavioural problems. It indicates that an estimated 2.6% are receiving home services for emotional and behavioural problems in the past 12 months in a hospital.

Children are like clay. It is our duty how to meld them and make more resilient. From the various literatures, it is clear that working status of mother does affect the development of children which sometimes is manifested as behavioural problems. It is true that in recent days, as the family structures differ such as nuclear family, which makes mandatory for mothers work as home maker as well as in other sectors, in order to support the family. This causes mothers to spend less time with children for care and concern. This study intends to identify behavioural problems of preschool children of such mothers and to compare with preschool children of non-working mothers. The implications of this study will highlight the concerns working and non-working mothers need to consider reducing occurrence of behavioural problems among preschool children.

Aims and Objectives

- Assess the behavioural problems of school children among working mothers.
- Assess the behavioural problems of school children among non-working mothers.
- Compare the behavioural problems of school children between working and non-working mothers.

MATERIALS AND METHODS

Operational Definitions

1. Behavioural problems: Behavioural problems refer to disorders that represent significant deviation from the normal behaviour as expressed by mothers to a rating scale on behavioural problems of school going children, 6-10 years of age which will be categorized into habit problem, problems of eating, sleep problems, speech problems, scholastic problems, sexual problems, personality problems and anti-social problems.
2. School going children: In this study, the school going children refer to the children in the age group of 6-10 years.
3. Working mothers: In this study working mother refers to women working in private or public sectors, who work for about 6-8 hours a day to support family income.
4. Non-working mothers: In this study non-working mother refers to those women who are working at home and not getting income from external sources to support the family.

Assumptions

The study assumes that:
1. The children of working mothers will have behavioural problems.
2. Working mothers will spend less time towards the care of their children. There should be difference in behaviour of children of working and non-working women
3. Levels of behavioural problems vary from child to child.
4. Behavioural problems can be assessed by expressed opinions of Mothers using a rating scale.

Delimitations

The study was delimited to-
1. Mother's expressed views to the rating scale on behavioural problems of their child.
2. Mother's working in Hisar and nearby villages
3. Working and non-working mothers whose children are attending school.
4. The data collection period of four weeks.
5. Rural and Urban areas of HISAR

Hypotheses

The following hypotheses will be tested at 0.05 level of significance.

H1: There will be significant difference in the level of behavioural problems of preschool children among working and non- working mothers.

H2: There will be significant association between the level of behavioural problems of school going children among working and non-working mothers and their selected demographic variables.

Source of Data

Data was collected from the working and non-working mothers of school going children from Hisar and adjoining villages**.**

Research Design

The descriptive comparative research design was adopted for this study**.**

Setting

The subjects were from schools at urban areas and rural. Areas of Hisar.

Sample

The population for the study includes approximately fifty school children whose mother are working and fifty children whose mother are non-working within age range of 6-10 years**.**

Methods of Data Collection
Sampling Procedure

The purposive sampling technique were used.

Inclusion Criteria

Mothers

- Having children in the age- group of 6-10 years.
- Who are able to communicate in Hindi?
- Who were available at the time of data collection procedure?
- Giving consent to participate in study

Exclusion Criteria

- The mothers of children who were ill during the time of data collection.
- The mothers who were working on part time basis.
- Single parents (mothers).

Instruments Used

A structured interview schedule to assess demographic Performa.

Behavioural problems assessment rating scale. (CBCL) Child Behaviour Check List by ACHENBACH.[3] For measuring behavioural Problems, a child problem behaviour check list was developed by the investigator. The child problem behaviour checklist contains 110 items regarding various dimensions of behavioural problems related to primary school children. It tries to occupy most of the behaviour problem of children belonging to different dimensions of behaviour such as cognitive, physical, emotional, social and moral. Items 1-15 belong to cognitive dimension, 16- 31 belong to physical, 32- 45 belong to emotional, 46-60 to social and 61- 70 belong to moral dimension of behaviour. The items are coded on a 3- point scale that rate frequency of specific behaviour problem (mostly, sometimes, and rarely). If the child shows the problem behaviour 'mostly', he/she will be awarded three marks, if 'sometime', then two, but if shows 'rarely', then one mark will be awarded. Hence as per the checklist, the maximum score will be 210 while the minimum will be 70. A personal datasheet was also been prepared by the investigator to gather the required information regarding personal details of the child. The reliability of the check list was determined by split – half method and found as 0.78. Content validity of the tool was established through consultation of the experts in the field of education and psychology. The reliability computed was found to be 0.78.

Data Collection Methods

- The researcher got permission from the concerned authority. The purpose of the study was explained to all selected mothers of school going children and informed consent was obtained from them.
- A structured interview schedule was used to obtain demographic Performa.

Mothers was administered a rating scale to identify the extent of behavioural problems in their children.

Plan for Data Analysis

Descriptive and inferential statistics was applied. Behavioural problems were analysed using mean and standard deviation. T test was analysed to associate the level of behavioural problems with their selected demographic variables of the samples like- working non-working women

RESULTS

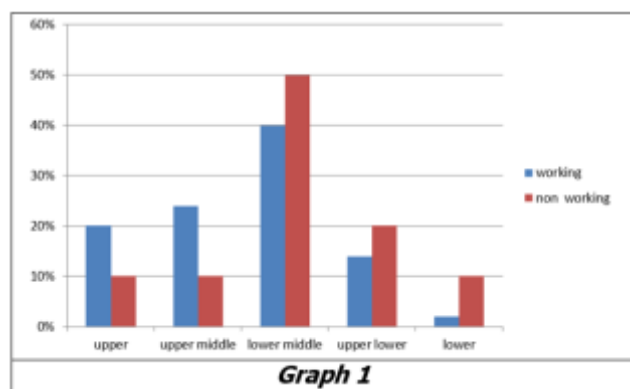| Children	Working Women	Non-Working Women
Males	27	28
Females	23	22
Table 1. Gender Wise Distribution		

The sample was uniformly distributed with among 50 children of working women 54% were males and 46% were females as compared to non-working women who has 56% of males and 44% were females X2 was-0.04(not significant).

Socio-Economic Status	Working	Non-Working
Upper	10	5
Upper Middle	12	5
Lower Middle	20	25
Upper Lower	7	10
Lower	1	5
Table 2. Socio-Economic Distribution of Families		

Revised. Kuppuswamy scale by Tulika Singh, Sanju Sharma et al[4] was used to assess socio economic distribution of the family. This scale classifies the study populations into upper, upper middle, lower middle, upper lower and lower strata. Distribution of various categories in tabulation form is as under.

Graph 1

It is clear from table that working class are on better socio-economic scale as compared to non-working class.

Average Age of Children	8.44±1.37

Table 3. Age Distribution of Various Children

Gender	Working Women	Non-Working Women
Total	8.89±1.28	8.64±1.31
Males	8.96±1.48	8.52±1.24
Females	8.99±1.08	8.84±1.29

Table 4. Gender Wise Distribution of Average Ages

Since in our studies we have included only the children from 6-10 year of age the data is uniformly distributed with no significant children male female ratio among working and non-working women.

Parameters	Working	Non-working
Mean	38.84	37.41
Sample Variance	849.44	1457.4
Population Variance	827.66	1420.08
Sample SD	29.14	38.17
Population SD	28.76	37.68
Co-eff. of Variance	.75	1.02
t Value	0.245(P=0808)	Significant
df	49	49

Table 5. Comparison of CBCL Score of Children of Working and Non-Working Women

Comparing the total raw score of children of working and nonworking women on child behaviour check list it was clear that children of working women score high in the scale as compared to non-working women which was statistically significant. Therefore, null hypothesis is rejected.

Parameter	Working	Non-working
df	49	49
Mean	63.09	60.96
Standard Deviation	9.50	10.63
t Value	1.206	
p	.234	Significant

Table 6. Comparison Between Working and Non-Working Women's Children After Converting Raw Scores to t Scores

The raw scores of the CBCL scale were converted to t scores by formula Arithmetic mean minus population mean divided by standard deviation multiply by ten plus fifty. Mean of these scores were 63.09 for children of working women and 60.96 for children of non-working women test was applied which was statistically significant. So, this table again verifies the fact that the children of working women have behavioural problems as compared to the children of non-working women.

Further the scale scores were interpreted in following groups-
1- Normal- t-scores of 65 and below
2- Borderline- t-scores of 65 to 70
3- Clinical range- t-scores of more than 70

t Scores of CBCL	Working	Non-Working
More Than 70 (Clinical Range)	13	7
Between 65 & 70 (Borderline)	7	3

Table 7. Number of Children Scoring More than t Score of 65 in CBCL Scale

About 40% of children of working women have significant behaviour problems as compared to 20% of children of non-working women. It is also of grave concern that 26% of children of working women and 14% children of non-working women have behaviour problems in clinical range which needs immediate attention.

Cognitive Dimension	Physical Dimension	Emotional Dimension	Social Dimension	Moral Dimensions
8.07	7.12	10.76	7.86	8.85

Table 8. t-Values of Children of Working and Non-working Mothers on Different Dimensions of Behavioural Problems

P value <.05 Significant.

DISCUSSION

It can be interpreted from the above table that calculated t-value between the mean scores of behavioural problems of children working and non- working mothers differ significantly on all dimensions (cognitive, physical, emotional, social, moral) at 0.05 level of significance. Thus, the null hypothesis is rejected which reveals that children of working mothers differ significantly from those of non-

working mothers on all dimensions of behavioural problem. The related means of behavioural problem scores of children of working mother in all dimensions of behavioural problem is higher than those of non-working mothers which proves that children of working mothers have more behavioural problems in all dimensions of behaviour than those of non-working mothers.

The result of study shows- Gender wise distribution of data reveal that 54% of working women children were male as compared 56% of non-working chilfren. 46% of working women children were female as compared 44% of non-working women. Statistically it was not significant. Socioeconomic status of the families were rated by revised Kuppuswamy scale published by Tulkasingh, Snju Sharma and Seetaramiah Nagesh.[4] In our study working class women family were on better socioeconomic scale as compared to non-working class it was statically significant. The mean age of children was 8.44±1.37, and gender wise distribution of the ages was 8.96±1.48 for male children of working women as compared to 8.64±1.31 for non-working women. The age distribution for females of working women was 8.99±1.08 as compared to females of non-working women which was 8.84±1.29. The data was uniformly distributed with no statistically significant age difference among both the gender of both the groups.

Next we compare the raw CBCL score of the children of working and non-working women. In our study we found that mean score for working women children was 38.84±29.14 as compared to those of non-working children was 37.41±38.17 with t value of 0.245 which was statistically significant. Comparing the total raw score between the children of working and non-working women on child behaviour check list it was clear that children of working women score high in the scale as compared to non-working women which was statistically significant, hence null hypothesis was rejected. Our findings were similar to the study which shows that behavioural problems are found high among preschool children of employed mothers than the preschool children of unemployed mothers. (Anitha J, Jayasudha A, Kalaiselvi. Behavioural problems among preschool children. 2010 [5]

The raw scores of the CBCL scale were converted to t scores. Mean of these scores were 63.09 for children of working women and 60.96 for children of non-working women t test was applied which was statistically significant. Thus, it again verifies the fact that the children of working women have behavioural problems as compared to the children of non-working women.

Further the scale scores were interpreted in following groups-
1- Normal- t scores of 65 and below.
2- Borderline-t scores of 65 to 70.
3- Clinical range- t scores of more than 70.

About 40% of children of working women have significant behaviour problems as compared to 20% of children of non-working women. It is also of grave concern that 26% of children of working women and 14% children of non-working women have behaviour problems in clinical range which needs immediate attention. Our findings are in consonance with the study which was conducted on behavioural problems among preschool children in Salem, India. The findings of the study reveal that, the level of behavioural problems among 50 preschool children of employed mothers, 33(66%) of them had moderate behavioural problems and 17(34%) of them had mild behavioural problems. Whereas among 50 preschool children of unemployed mothers, 11(22%) of them had moderate behavioural problems and 39(78%) of them had mild behavioural problems. of unemployed mothers. (Anitha J, Jayasudha A, Kalaiselvi. Behavioural problems among preschool children. 2010[5] In further analysis we compare t-values of children of working and non- working mothers on different dimensions of behavioural problems. It comes out to be 8.07 on cognitive dimensions, 7.12 on physical dimensions, 10.76 on emotional dimensions, 7.86 on social dimensions and 8.85 on moral dimensions. It can be interpreted that calculated t-value between the mean scores of behavioural problems of children working and non-working mothers differ significantly on all dimensions (cognitive, physical, emotional, social, moral) at 0.05.

CONCLUSION

Children of working mothers differ significantly from those of non-working mothers on all dimensions of behavioural problems like cognitive, physical, emotional, social and moral. This result has been supported by Lucas et al (2010),[6] Kelly J. Khelleher et al. (2006), Moataz, M. et al (2004).[7] So, what we may do is that we must try to understand our cognitive responsibility and maintain co-operation in family so that the critical stage of early childhood may pass smoothly without any problems. But even after that, if any sort of problem arises, it must be handled very carefully with loving care of parents and teachers because today's children are the future citizens of our society and we must try to conserve our future. With rapidly changing psycho social cultural environment, we have to prepare our children for future conflicts with proper nurture and care. Even if one is working, the mother can give quality time to the children as a patient listener in comparison to those mothers who are always with their children yet can give only quantitative time and that too in more authoritative attitude.

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Page 605

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