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Behavioral problem of preschool children among working and non working mother

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Abstract:

Preschool period is the period in human development during which several dramatic changes at biological, social, psychological and cognitive levels take place. The objective of this study was to find out behavioral problems among preschool children of working and non-working mothers. A descriptive comparative research design and Probability Stratified Random sampling technique was applied in which 155 (81 working and 74 non -working mothers') preschool children were selected from two private Montessori schools of Bhaktapur district. Structured questionnaire and Preschool behavior Checklist (PBCL) were administered. Data was analyzed by using IBM SPSS version 23 and frequency, t-test and chi-square test were applied. This study showed that preschool children of non working mothers' (37.84%) had slightly more behavior problems than working mothers' (37.04%). Male respondents of non working mothers experienced more problems (29.4 %) than female (4.7%). Prevalence of behavior problems was found among preschool children of both working and non working mothers but there is no association between the behavior problems and employment status of mothers. Thus maternal employment status is not the exclusive reason behind the development of behavior problems among school children. Key words: behavior problem, preschool children, working and nonworking mothers.

CHAPTER 1

Introduction

1.1 Background of the Study

Children are the nation's most important assets. Preschool period is a fantastic time for a child to learn things.[1] At the same time, they become easily frustrated. A large number of children suffer from behavioral problems at one time or the other during their development. [2]

Normal children are healthy, happy and well adjusted. This adjustment is developed by providing basic emotional needs along with physical and physiological needs for their mental wellbeing. The emotional needs are considered as emotional food for healthy behavior. The children are dependent on their parents, so parents are responsible for fulfillment of the emotional needs.[3]

The preschool years extending from approximately 3 to 5 years of age.[2] The causes for all behavioral problems in preschool children are due to parents negligence, poor supervision or poor attention , family conflict and maladjustment e.g., too strict parents, rejection, sibling rivalry, unconscious, anger and defiance in the child, insecurity, conflict or hostility, aggression, neurotic attitudes of the mothers.[2]

The term behavior refers to the way a child responds to a certain situation or experience. It is affected by temperament, which is made up of an individual's innate and unique expectations, emotions and beliefs.[4] Most children learn to regulate their reactions and feelings over time in the early years through emotional connections with significant others. The common types of behavior problem during the preschool are whining, lying, sleep problem, problem in elimination, aggression and baby talk.[5]

All children sometimes disobey adults or behave badly or breaks the rules accepted in their family and community so there is nothing to worry about but if the child is continuously having some difficulty or continues to behave badly or cross the limits of ordinary childish mischief then it comes under behavioral problems and becomes a matter of great concern as this sort of

behavior can affect a child's development , achievement and can interfere with their ability to lead a normal life with family and society. [6]

Every member of the family occupies a vital position in the interaction map of a child but among them the role of mother is very important and varied as the child spends most of his time with his mother. Mother is the glue that holds a family together to provide the loving care and support needed by growing children. The nurturing a mother provides is unparalleled and a vital part of child's care.[1]

The emerging trend of woman to be working has influenced the emotional and spiritual intelligence of their children as compared to non-working women's children.[7] In this research, the researcher herself as a working woman found difficulties in child rearing practices, helpless to cope up with double responsibilities, she wants to perform well at her work place and at the same time she wants to give best of her to children and expect her children to be at excellent position in every field, either it is curricular or co-curricular activities.

Few researches in developing countries found that working women spent less time on child care as compared to non-working. Mother's time investment in child care is presumed to be strongly influenced by whether she is economically active or not. Women when participate in the labor market are believed to spend less in maternal activities. [8] A study conducted on behavior problems of preschool children among working and non-working mother in New Delhi among 60 mothers revealed that 22% of from working mother had behavioral problems. The common behavioral problems identified in children includes habit problems, problems of eating , sleep problems , speech problems, scholastic problems, psychosexual problems, personality problems and psycho social problems [9]

Mild level of behavioral problems were more common on of non-working mothers 83.3%, whereas 60% of working mothers reported moderate level among their children revealed by the comparative study of Mangalore.[1]

Around 29% of the children of working mother suffer from psychological with very few 11% in non-working mother with poor school performance and to dropping-out of school. [6]

There was significance of difference between behavioral problems of pre-school children among working and non-working mothers with the unpaired 't' value (t=5.177) at 0.05 level of significance. This finding revealed that there was significant difference in the level of behavioral problems of preschool children among employed and unemployed mothers with t value 6.348; $p<0.05$ level.[5]

The significant contributions made during the early ages of an individual's life determines the whole some personality. Preschool age is an important period in which the child learns through a preoperational thinking. The surrounding at home and preschool are going to make a great change in the children's emotional and behavioral characteristics. Another one important factors is the mother's external employment which has both positive and negative effect on their both physical and emotional growth.[5]

Therefore the researcher is keen to know the impact of mother's working status on the behavioral problem of her children in comparison of children of other non-working women. The difference in lifestyle and responsibilities of working and nonworking woman also make differences in their children behavior and performance at overall achievement, adjustment etc. These conditions lead to have impact on their behavior.

1.2 Need for the Study

In developing countries, life is difficult for most of the families and survival is an ongoing challenge. In such situation women are called upon to supplement family income. So women have to play multiple role and their

time constraints are so severe that their participation in income generating activities results in reduced time devotion to their children which in turn adversely affects child health.[12]

During the preschool period, children are most dependent on mother. So it is argued the maternal employment during this period would have major impact on overall growth and development of children [13] Children with working mothers are usually placed in group childcare, which results in them receiving less one-on-one attention and instruction. This may have significant cognitive effects later in childhood.[11]

Mothers today are a lot of things to a lot a people but still have to play the mother's role.[14] All mothers are expected to provide support, loyalty and unconditional love towards their family. But while performing the dual roles, as income earner and child care provider they are getting too little time to spend on children as compared to non-working women.[8]

Many people are of different views regarding effect of mother's working status on behavioral problems of children. Some have the opinion that children of working mothers suffer so much and get neglected as they get a little time to spend on their children.[15] Hence behavioral problem develop in their children but some are of the view that children of working mother become self-confident, obedient, punctual etc. They get mature earlier. Hence this conflict of opinions stimulated the researcher to conduct the present investigation to find out whether there is any difference in behavioral problems of preschool children of working and non-working mothers.[9]

Working women may not be able to provide care with the same intensity to their children as non-working women. This results in development of behavioral problems in children of working mothers. They feel lonely, become awkward, absent minded, develop inferiority complex, become aggressive, attention deficit hyperactive, nervous, cognitively fatigue, become shy, fearful, develop bad habits as lying, stealing etc. as there was no one to shape their behaviors in an appropriate way.[15]

Nurses can play a major role in diminishing the behavioral problems by providing guidance and counseling for the children and their mothers. This crucial stage must be shaped very carefully with loving and caring attitude of parents and teachers. It is very obvious that parent's play a very important role in the outcome of a child.

Now a days in many communities the parents are more anxious towards their preschool children behavioral problems due to less attention or negligence or ignorance. This will helps the working mothers to improve the care given towards their children. This will also help them to concentrate on their emotional and behavioral characteristics. This in turn reflects their personality development.

However, most of the literature does not provide in-depth exploration of impact of mother's employment on behavior problem of preschool children. So the researcher found the gap between behavior problems of preschool children and their mother's working status. Also this type of research has not been conducted in Nepalese context yet.

1.3 Significance of the Study

After the finding of the study nurse researchers can be motivated to know about the potential impact of maternal working on preschool's behavior and can be motivated to develop new strategies to prevent the behavioral problems of preschool children. Nurses can play a major role in diminishing the behavioral problems by providing education, guidance and counseling to the mothers and teachers and also by creating good environment for them. The finding of the study will be beneficence to both mother as well as child by early identification of the behavior problem and do the necessary action as well as referral as needed to the appropriate place.

1.4 Objective of the study

General objective

The main objective of this study is to find out the behavioral problems of preschool children among working and non-working mothers

Specific objective

1. To find out the behavioral problems of preschool children of working and non-working mothers.

3. To compare the behavioral problems of preschool children between children of working and non-working mother mothers

4. To find out the association between behavior problem of preschool children with selected demographic variables.

1.5 Research Questions

Is there significant difference in the behavioral problems of preschool children among children of working and non-working mothers?

1.6 Study Variables

1.6.1 Independent Variables

Working status of mother

1.6.2 Extraneous variables

Age of child

Gender of child

Number of sibling

Working hour of mother

Substitute care provider

Family type

1.6.3 Dependent Variable

Behavioral problem among preschool children

1.7 Conceptual framework

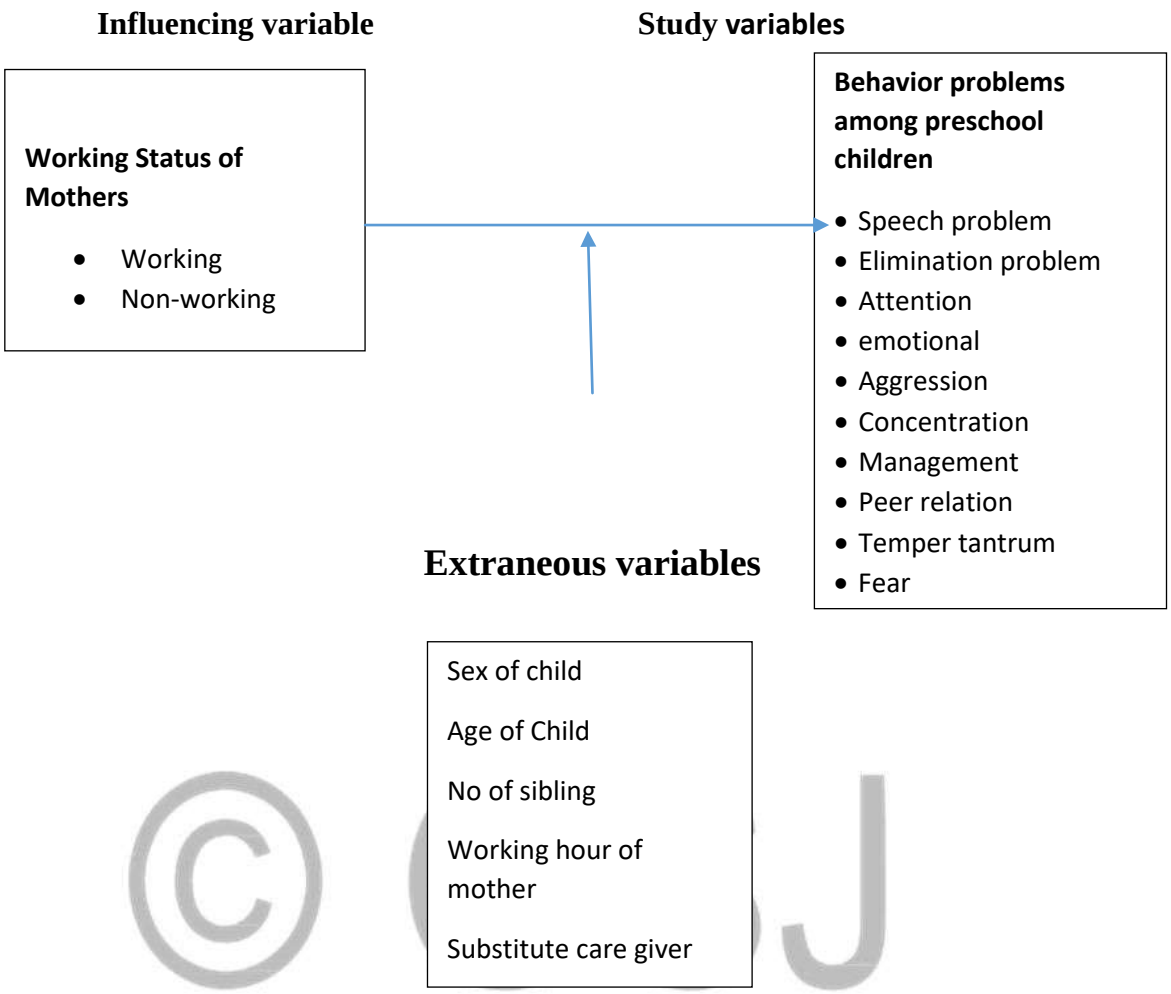

Figure: 1 Conceptual Framework on Behaviour Problem of Preschool Among Working and Non-Working Mother

1.8 Operation Definition

Behavioral Problems: In this study, it refers to the difficulties faced by preschool children in different areas of physical, emotional and social functioning such as activity, bladder habit, bowel control, peer relation, concentration, difficult to manage, temper tantrum, attention, whines, sensitive etc.

Preschool Children: In this study, it refers to the individuals (both boys and girls) who are of age 3-5 years and are studying in selected school.

Working mothers: In this study working mothers refers to women employed by private or public sectors, who work at least 6-8 hours a day to support family income.

Non-working mothers: In this study non-working mothers refers to those women managing household activities and not involved in any external sector for income generating employment.

Physical problem: In this study, it refers to activity, bladder control, bowel control, interfere with other, fights, destructive.

Emotional problem: In this study, it refers to concentration, whines, sensitive, aimless, temper tantrum, attention and fearful.

Social problem: In this study, it refer to peer relations, difficult to manage, speech, withdrawn, teasing and habits.

CHAPTER II

LITERATURE REVIEW

2.1 Review of Related Literature

Women play multiple roles in the family that affect the health and wellbeing of all family members. In almost all societies around the world, they are assigned by custom to be the primary caregivers to infants and children. In this modern era, most mothers have become part of the labor force compared to previous time. In developing countries especially, such work is likely to be essential to family survival. Because of the time constraints women face, however, their roles as care-givers and as providers of family income may conflict with one another, with potentially important implications for the welfare of children.[1]

Many people are of different views regarding effect of mother's working status on behavioral problems of children. Some have the opinion that children of working mothers suffer so much and get neglected as they get a little time to spend on their children. Hence behavioral problem develop in their children but some are of the view that children of working mother become self-confident, obedient, punctual etc. They get mature earlier. Hence this conflict of opinions stimulated the researcher to conduct the present investigation to find out whether there is any difference in behavioral problems of preschool children of working and non-working mother.[9]

Behavior problems are mainly due to failure and adjustment to external environment and presence of internal conflict. Behavioral problems always need special attention. Identifying and helping these children is a vital task. Without help these children may go on to have serious problems with aggression. Indeed researchers are finding that intervening at this time in life can be highly effective in helping children develop better coping skills. [2]

In a study conducted in New Delhi, about the behavioral problems of preschool children among working mothers and non-working mother revealed that 40% and 83.3% were having mild level of behavioral problems and 60% and 16.7% were having moderate level of behavioral problems respectively. The mean percentage of behavioral problems of preschool children among working and non-working mothers was 44.11 with a mean 110.27+ 17.710 33.59 and with a mean 83.97+ 21.458 respectively.[5]

Another study conducted about the behavior problem of preschool among working and non-working mother revealed that among 20% and 56% of working and non-working mothers had mild behavioral changes respectively. 56% and 34% of working and non-working mothers had moderate behavioral changes respectively. Severe behavioral changes were seen as 24% in working and 10% in non-working mothers. Concluded that mild behavior problem was more among working mother and moderate behavior problem was more among non-working mother. Where the study population was 50 working mother and 50 non-working mother.[1]

A study on effect of mother's working status on behavioral problems of primary school children done among 194 working and 201 non-working mother in India that there is significant difference in the behavioral problems of primary school children of working and non-working mothers with t- Value found 12.706 at 0.05 level of significance.[4]

Another study about the behavior problem of preschool among working and non-working mother revealed that mild level of behavioral problems were presented 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 of behavioral problem among their children. There was significant difference in the level of behavioral problems of preschool children among working and non-working mothers.[15]

A comparative study about personality traits in children of working and non-working mothers concluded that the children of working mothers were found to be more active than the children of non- working mothers (mean value 11.03 & 9.47) due to more independent and autonomy. While children of non-working mothers depend more on their mother for each task and thus become passive in nature.[9]

A descriptive study about assessment of behavioral problems of preschool children among working mothers revealed that there was significance difference between behavioral problems of pre-school children among working and non-working mothers with the unpaired 't' value (t=5.177) at 0.05 level of significance. Findings revealed that there was significant difference in the level of behavioral problems of preschool children among employed and unemployed mothers with t value 6.348; $p<0.05$ level.[4]

A screening was done of preschoolers of 50 working and 50 non-working mothers with the help of CBCL in different areas in Mangalore the mean behavioral changes of preschooler among working and non-working mothers were 48.40 and 31.60 respectively. The S.D of preschooler of working mother was 17.27 and nonworking mother were 18.51, the calculated T value was 4.6, which was more than the table value 1.98($p<0.05$). It proves that there is a significant difference in the behavioral changes among working and non-working mothers.[7]

The study conducted about psychosocial problem among school children among working and non-working mother in Nepal revealed that 11.7 % of school children of non-working mothers were facing psychosocial problems whereas 8.3 % of school children of working mothers. That study revealed that psychosocial problems are more common in children of non-working mother.[16]

A community based cross-sectional descriptive study about behavioral problems among preschool children in Sholapur with a total of 400 children of preschoolers concluded that the prevalence of behavioral problems among pre-school children was found to be 24.8%. There was significantly higher prevalence of behavior problems among male children

29.6%, eldest child 38.4%, children belonging to families with low maternal education 38.1% and working mothers 35.7% & less duration of breast feeding 45.7%. Most of the mothers 38.4% didn't know the reason for behavioral problems.[17]

Mothers who worked at least some night time hours on a regular basis reported that their children exhibited more aggressive behavior than did mothers who were unemployed, who worked standard daytime hours only, or who worked other types of nonstandard shifts. Exposure to any night shift work was associated with a 20% of a standard deviation increase in aggressive behavior compared with no work and a 27% of a standard deviation increase compared with work at a standard schedule exclusively. In contrast, exposure to other types of maternal nonstandard schedules (i.e., evenings, weekends, or different times) was not associated with children's aggressive behavior compared with maternal unemployment or standard work hours. This was found in the study about mothers' night work and children's behavior problems.[8]

A comparative study of health and nutrition status of preschool among employed and non-employed mother's in urban slum of Gunter. They compare among 300 children of employed mother and 311 children of unemployed mothers. Among unemployed mothers, 10.3% spent one hour a day with their child, 61.7% spent two hours a day and 26.3% spent three hours a day with their children. Among the employed mothers, 83.3% spent only one hour a day with their children. The proportion of the working mothers who spent more than one hour a day with their children was seen to be significantly less malnourished as compared to that among the unemployed mothers (Chi square - 307.6, $p < 0.001$).[11]

A study about the impact of maternal occupation on health and nutritional status of preschoolers in Srinagar city was conducted. The nutritional status of children was assessed using anthropometric data, clinical assessment and diet record. The anthropometric data were taken and compared with ICMR growth charts and nutritional status was assessed by Hamwi Method, which is also used to find the degree of malnutrition (i.e. % IBW= (actual weight / ideal body weight) x 100). There is almost a

negative deviation from the standards regarding almost all age groups of both working and non -working mothers. It was found that 34% of preschoolers of working mothers usually skip meals, whereas only 12 % preschoolers of non -working mothers skipped meals. It was further found that children of employed mothers of 3+ age group showed mild degree of malnutrition.[12]

Another study in working mothers: cognitive and behavioral effects on children at South Dakota and Minnesota reported the impact on children of having working parents, 90% felt that their work had a positive impact on their children, while 5% felt that it had a negative effect, and 5% felt that it had no effect. Of parents who stayed at home with their children, 70% stated that it had a positive effect on children, while 10% reported a negative effect, and 20% reported no effect.[18]

In a correlation survey about the relationship between parenting stress and perceived children's social problem behavior among Chinese working mothers examines the relationship between parenting stress and perceived children's social problem behavior among 100 Chinese working mothers. The research finding was a moderate significant relationship between parental distress and intensity of children social problem behavior among working mothers (r = .340, p < 01). At the same time, parental stress proved to be associated with the children social behavior problem among the working mothers (r = .435, p < 01) as the relationship considered as moderate strength.[19]

A descriptive study about the behavior problem among preschool children showed behavior problem decline with age. 53% of behavior problem belongs to the age group 3.1 to 4 years whereas 31.2 %from the age group 4.1 to 5 years of age group. Among girl behavior problem were more common in the eldest child (60%) and in boys behavior problem is more common in second born ($p< 0.001$).[20]

The prevalence of behavior problems decline with age, more in broken family, and common in working mother, 30% of children with behavior problems belonged to the 3-4 years age group, followed by 23.9% in the age group 4-5 years, while only 16.3% were in the age group 5-6 years. This was found in a descriptive study in Sholapur about the behavior problem of preschool among 400 children where behavioral problem was highest among boys (68%) and less in girls (31%). This study also concluded that behavior problem also high among broken family (36.7%) and low among the joint family (18.4%) where nuclear family's 30.5% child suffered from the behavioral problem. The finding of this study about the behavioral problem among the child of working mother was 35.7% and among non-working mother was 12.3%. [17]

A descriptive cross sectional study was carried out on 350 preschool children aged 3 to 6 years about behavioral problems in preschool children. The study revealed that 24% of children had behavior problems. The prevalence is more among children in 3.14 years of age group (47.14%). The prevalence of behavior problems was higher among boys (63.1%).The prevalence of behavioral problems was higher in children belonging to Class II & Class III socio economic status (54.7%). The prevalence of behavior problem was higher in children belonging to a nuclear family (69.04%).[22]

Sibling relations provide an important context for the development of children's understanding of their social, emotional, moral and cognitive worlds. Siblings play an important role in the development of children's understanding of others' minds, namely their understanding of emotions, thoughts, intentions and beliefs. Siblings seem to demonstrate an understanding of others' minds and emotions during real-life interactions long before they show this understanding on more formal assessments.[23]

A study of health profile in children of working women in Indore In 46% children had behavioral problems. Thumb sucking was most common among behavioral problems being 19%, followed by pica 9%, irritability 6% and least common was stranger anxiety and aggressiveness, 1% each. There was no significant (p value >0.05) difference

between prevalence of behavioral problems in children of joint families (41.66%) and nuclear families.[21]

A household survey about the behavior problem of preschool in rural Bangladesh among 4003 children of aged 2-9 concluded that behavior impairments were significantly more likely to be reported in undernourished children, (prevalence ratio 2.1, 95% CI 1.2, 3.6, p¼0.008). Two- thirds of the children recorded as having pica had nutritional problems. Behavior impairments were also significantly more likely in children with cognitive, motor or seizure disabilities (prevalence ratio 1.8, 95% CI 1.1, 2.9, p¼0.017). [15]

Another study conducted among 499 children about behavior problems in young children in rural Bangladesh concluded that the prevalence of behavior impairments was 14.6% (95% CI 11.4, 17.9). The majority involved somatic complaints, including nocturnal enuresis 64% and pica 38%.Behavior impairments were significantly associated with malnutrition with prevalence ratio 2.1, 95% CI and p<0.01whereas the cognitive, motor or seizure disabilities with the prevalence ratio 1.8, 95% CI p<0.05. [13]

The study about Sleep and behavior problems among preschoolers described the relationship between amount of sleep and behavior problems among preschoolers. Participants were 510 children aged 2 to 5 years. The relationship between less sleep at night and the presence of psychiatric diagnosis was significant (odds ratio = 1.23, p = .026). Less night sleep (p < .0001) and less sleep in a 24-hour period (p < .004) were associated with increased total behavior problems on the child behavior checklist; less night sleep (p < .0002) and less 24-hour sleep (p < .004) were also associated with more externalizing problems on that measure.[22]

The relative risk for children of working mothers of being malnourished by weight for age and height for age is high. The risk was calculated using normal versus malnourished categories of children. The risk of having a low weight for age was significantly higher (1.7 times) for children under three years old and higher but not significantly (1.4 times) for older children of working mothers. The relative risk for the children of working

mothers of having low height for age was significant for both those under and those above the age of three - 1.8 and 1.6 respectively.[24]

Summary of Reviewed Literature

This reviewed of literature indicate that the preschool children is the typical time when most of the child face any type of behavior problem among them the preschool children of working mother have more behavioral problem than the children of non-working mother. They faced many type of behavior problem like fear, aggression, sleep problem, speech problem, habit problem, elimination problem etc. Hence behavioral problem develop in their children but some are of the view that children of working mother become self-confident, obedient, punctual etc. They get mature earlier. Different research shows the significant difference of the behavior problem with working status of mother. So the present study focused on comparison of the behavior problem of preschool children among working and non-working mother.

RESEARCH METHODOLOGY

3.1 Research design

A descriptive comparative research design was used to find out the behavioral problems among preschool children of working and non-working parents.

3.2 Research setting and population

The study population was preschool children's mother, working mother in one group and another non-working mothers. The study setting was two private Montessori of Suryabinayak Municipality of Bhaktapur district. One Wing's Montessori and another Suryadeep Kinderworld, both are well known Montessori of Suryabinayak Municipality, Bhaktapur having 105 preschool children in Wing's Montessori and 150 in Suryadeep Kinder world which is also a secondary school. Mothers of preschool children were selected for data collection. Demographic Proforma and Preschool Behavioral Check List (PBCL) was used to assess behavioral problems of preschool children.

3.3 Sample Size Estimation

Sample size was estimated by using Yamane's statistical formula 1967.[25]

$$n = \frac{N}{1 + N(e^2)} = \frac{255}{1 + 255(0.05^2)} = 155$$

Where, N= 255(105 preschool from Wing's Montessori and 150 preschool from Suryadeep kinder world), e= tolerance level or precision error and the n= required sample size.

For stratified sample for two group, number of population of students whose mothers are working are 134 and number of students whose mothers are non-working is 121 for given from 2 preschool of Bhaktapur.

N1 = 134 and N2 = 121

n1= (155×134/255 = 81.44 and n2 = (155×121)/255 = 73.54

Hence from the calculation the estimated sample size is. 155

Thus the number of sample was 81 working mother and 74 non-working mother proportion of sample was considered.

Sampling Technique

Multistage sampling with stratified random sampling was done for data collection. At first, with convenience in Suryabinayak municipality of Bhaktapur district, all list of Montessori schools of Suryabinayak Municipality were obtained (first stage). Among the total 26 registered Montessori, 26 strata was made. With the random sampling two Montessori of Suryabinayak were selected (second stage).

Again two strata were formed because the study was going to conduct in two group. One for children of working mother and another for non-working mother. After the stratified sampling mother was selected through the convenience sampling method until the desire sampling fulfilled from both strata (third stage).

The sample size was determined by taking records with the school administration about employment status of mother as well as attaching the questions regarding the working status and working hour to the child for conformation was done to the student's message copy. Mothers were interviewed.

Exclusion criteria:

Those mother who were not interested to participate in this study was not included, mentally retarded and who have chronic health disease were excluded from study.

3.4 Instrumentation

The research instrument was developed thorough literature review. Interview guidelines was developed on the basis of the research objectives.

Data was collected by interviewing mother with help of demographic questionnaire and Preschool Behavior Check List (PBCL). The Preschool Behavior Check List was a behavior screen designed to facilitate the recognition of behavioral problems so that appropriate interventions can be initiated as early as possible. This tool has been used in the similar type of study in India and London and there was also done validity and

reliability test for the tool which shows the internal consistency is 0.83 by using spearman Brown split half test and cronbach's alpha also was 0.83.[26]

This scale describes behaviors as specifically as possible, asking the rater to choose between several alternatives rather than saying how applicable one statement is to a child. In this way detail about frequency and severity of the behaviors can be included in the definitions. The items cover feeding, sleeping, soiling, activity, concentration, separation, tempers, management, fears, worries, relationships with other children and mood.
The final scale consists of 22 items, each scored 0, 1 or 2, giving a total possible score of 44. Patient scoring 12 or above were considered as to have behavior problem. In all but four questions the scoring is based on the choice between three alternatives. For activity a maximum score is obtainable for either a high level of activity or for extreme inactivity. For habits the final score is based upon summing how many habits are occasional or frequent. The two questions concerning speech (reluctance to talk and unclear speech) have alternatives for the child who is not fluent in English, which receives no score. Unclear speech also takes into account whether or not speech consists of more than single words.[26] The cut off score for the PBCL is 12 or higher indicating behavior problem.

The research instruments was consisted of two parts

- Part I: socio-demographic characteristics.
- Part 2: Questionnaire related to behavioral problem(PBCL)

Validity and Reliability

Since the tool was adopted from the standardized tool but was not used in a survey in Nepal so content validity was maintained with consultation with 4 experts (pediatric psychiatrist, pediatric expert nurse and pediatrician doctor). The sum of validity score (CBI) was 80.77.The original study of the PBCL found Cronbach's alpha = 0.83 indicating that the PBCL had a fairly high degree of internal consistency [26]

Instrument was translated in Nepali and back translated into English by two independent translators to see whether original meaning is retained. Furthermore, pre-testing was carried out among 10% of total sample size (16 preschool children) in Bimal memorial

school to check for clarity and sequencing of the tool. The language of the instrument was modified without changing the meaning and finalized.

3.5 Ethical Consideration

The ethical approval was obtained from institutional Review Board of NAMS, Bir Hospital. An approval was taken from the school principal. The written informed consent was obtained from each mother of preschool children before the data collection. Respondent's information confidentiality was kept by giving code number instead of the name and provide separate room during interview. Respondents dignity was maintained by giving right to reject or discontinue from the research study at any time if they wish.

3.6 Data Collection Procedure

Those who met the inclusion criteria were identified. After their consultation, the researcher introduced herself to each participants and the purpose of the study was explained to them. Those who agreed to participate was invited in a private room. Written informed consent was obtained from each respondents. Face to face interview was conducted with mother during she came to leave their child to school or came to bring their child for home. Majority of the data was taken on the result day of the school, where mother were requested to come for result which was planned on Saturday. The mother who were not meet during school hour was visited to their home with phoning them for time. It was take about 10-15 min to collect data from each mother. Confidentiality was maintained by giving a code number to them. Everyday 10-12 mothers was interviewed. Data was checked immediately for the completion after each interview. Completed interview scheduled was kept safely by the researcher in closed envelope.

3.7 Data Analysis Procedure

All the data were reviewed and checked daily for its completeness, consistency and accuracy. Data was entered and analyzed using Statistical Package for Social Sciences 16.0. Descriptive statistics mean, standard deviation and percentages used to present the data. Pearson Chi- square test was used to assess the association between socio-demographic and the behavioral problems of preschool children. A p value of ≤ 0.05 and 95% confidence interval were used to report the statistical significance.

CHAPTER IV

FINDINGS OF THE STUDY

This chapter deals with the analysis and interpretation of data concerning behavior problems of preschool children among working and non-working mothers from 155 (81 working mothers and 74 non-working mothers) samples attending Wing's Montessori school and Suryadeep kindergarten school.

Table 1
Socio-Demographic Characteristic of Respondents

Variables	Working mothers (n=81)		Non-working mothers (n=74)	
	N	%	n	%
Age of children (in years)				
3 years	22	27.16	18	24.32
4 years	30	37.04	24	32.43
5 years	29	35.80	32	43.24
Mean age	4.13±0.798			
Gender				
Male	52	64.20	35	47.30
Female	29	35.80	39	52.70
No of sibling of children				
1	47	58.02	38	51.35
2	34	41.98	30	40.54
3 or more	0	0.00	6	8.10
Types of family				
Single	30	37.04	30	40.54
Joint	51	62.96	44	59.46
Caste of children				
Brahmin/chhetri	32	39.51	25	33.78
Madhesi	1	0.23	4	5.41
Dalit	2	2.47	2	2.70
Aadhibasi	45	55.56	43	58.11
Others	1	1.23	0	0.00
Occupation of father				
Service	44	54.32	27	36.49
Business	22	27.16	27	36.49
Foreign employee	10	12.35	13	17.57
Farmer	0	0.00	7	9.46
Others	5	6.17	0	0.00

Table 1 reveals that majority of the respondents from working mother were of age group 4 years (37.04%) and non-working mothers were age 5 years (43.24%) with mean age of 4.13±0.798. Regarding the gender of children, majority of children were male in working

mother (64.20%) group and about half of children (52.70%) were female among non-working mother. More than half of mother had single child in both group (58.02% in working mother and 51.35% in non-working mother). Majority of the respondents belongs to joint family in both working (62.96%) and non-working mothers (59.46%). Regarding the caste, majority in both group were adhibasi where 55.56% were from working mother and 58.11% from non-working mothers. Regarding the occupation of the father about 54.32% of father of child from working women and 36.49% of father of child from non-working mother had service and similar percentage had business.

Table 2

Occupation Characteristic of Working Mother

n=81

Variables	n	%
Type of occupation		
Farmer	53	64.63
foreign employee	1	1.22
Business	20	24.39
Service	8	9.76
working hour of mother		
≤ 8 hour	58	70.73
>8 hour	24	29.27
Personnel for substitute care provider		
Grand parents	60	71.43
Other family member	21	25.00
Helper	3	3.57

Table 2 present occupation characteristics of working mother where about 64.63% of mother was involved in agriculture and the less (1.22%) were involved in foreign employee. Regarding the working hour of mother, most of the working mother (70.73%) work 8 hour or less than 8 hour whereas only 29.27% work for more than 8 hour.

Majority of preschool children were reared by grandparents (71.43%) in the absence of mother whereas only 3.57% were reared for by a helper during the mother's work.

Table 3

Frequency of Physical Behavior of Children

Variables	Working (n=81)		non-working (n=74)	
	n	%	n	%
Activity				
Active	35	43.20	35	47.30
Overactive	43	53.08	32	43.25
Inactive	3	3.70	7	9.5
Bladder habit				
Not wets pant	72	88.88	69	93.25
maximum twice a week	8	9.87	4	5.40
3-4 times per week	1	1.23	1	1.35
Bowel habit				
well trained	73	90.10	70	94.6
sometimes do in pants	8	9.90	3	4.1
do in pants more than twice a week	0	0.00	1	1.40
Interfere with others				
Never	35	43.20	39	52.7
Sometimes	40	49.40	31	41.90
Mostly	6	7.00	4	5.40
Fights with peers				
Never	53	65.40	49	66.20
Sometimes	26	32.10	21	28.40
Always	2	2.50	4	5.40
Destructive with toys				
Never	34	42.00	40	4.10
Sometimes	45	55.60	32	43.20
Mostly	2	2.46	2	2.70

Table 3 represent the physical behavior of preschool children. About half (53.1%) of preschool children from working mother were overactive whereas 47.35 of children non-

working mother were active. Only 3.7% of preschool children of working mother and 9.7% of non-working mother were inactive.

Regarding the bladder habit 93.2% of preschool children of non-working mother and 88.9% of preschool children of working mother did not wet pant during the day whereas very low percentage (1.2 and 1.4) of preschool children of working and non-working mother wet pant 3-4 times per week. About the bowel habit 90.1% preschool children of working mother and 94.6% preschool children of non- working mother were well trained and only 1.4% on preschool children of non-working mother do in pants twice a week.

Regarding the fight only 2.5% of preschool children of working mother and 5.4 % of preschool children of non-working mother shows fights with other similarly 2.5% of preschool children of working mother and 2.7% of preschool children of non- working mother become destructive behavior. Only the 7.00% of children from working mother and 5.4% of children from non-working mother mostly interfere with other children.

Table 4

Frequency of Emotional Behavior of Preschool Children

	Working mother(n=81)		Non-working mother(n=74)	
Variables	n	(%)	n	%
Concentration				
very good concentration	45	55.60	41	55.40
varies concentration	25	30.90	23	31.10
poor concentration	11	13.58	10	13.50
Whines				
No	37	45.68	25	33.78
Sometimes	35	43.20	46	62.16
Always	9	11.11	3	4.05
Sensitive				
very sensitive	37	45.70	24	32.40
Sometimes	41	50.60	45	60.80
no sensitive	3	3.70	5	6.80
Aimless				

Never	64	79.01	52	70.27
Sometimes	16	19.75	19	25.67
Mostly	1	1.23	3	4.05
Temper tantrum				
No	38	46.91	27	36.50
Sometimes	37	45.67	44	59.50
Mostly	6	7.40	3	4.10
attention seeking with mother				
sometimes	47	58.0	40	54.10
sometimes but cannot play alone	19	23.5	23	31.10
mostly seek attention	15	18.5	14.9	14.90
Fearful				
Never	56	69.10	51	68.90
sometimes	25	30.90	20	27.00
Always	0	0.00	3	4.10

Table 4 demonstrate about half of respondents had very good concentration in 55.6% in working and 55.4% no working mother whereas 13.6% and 13.5% of working and non-working mother respectively had poor concentration. Regarding the temper tantrum 45.7 % of child of working and 59.5 % of child of non-working mother had sometimes temper tantrum. Regarding the whines only 11.1% of preschool of working and 4.1% of preschool of non-working mother always whines. More than half (58.0% of working and 54.1% of non-working)of preschool children sometimes seek attention from their mother and majority of children(69.10% of working and 68.90% of non-working mother) never show fearful behavior whereas 4.10% of children of non-working mother always show the fearful behavior followed by none of from the working mother.

Table 5

Frequency of Social Behavior of Preschool Children

	mothers occupation			
	Working (n=81)		non – working(n=74)	
Variables	n	%	n	%
peer relation				
liked by other friends	64	79.10	55	74.32
dislike by some friends	15	18.52	18	24.32
dislike by many friends	2	2.47	1	1.35
difficult to manage				
easily manageable	40	49.38	40	54.05
sometimes difficult to manage	33	40.74	29	39.19
mostly difficulty to manage	8	9.88	5	6.76
Speech				
clear speech	69	85.19	64	86.49
unclear speech	11	13.58	8	10.81
not speak yet	1	1.23	2	2.70
Emotionally withdrawn				
Sometimes	38	46.91	34	45.95
Never	38	46.91	33	44.59
Always	5	6.17	7	9.46
Teasing				
Sometimes	30	37.04	27	36.49
Never	48	59.26	44	59.46
Mostly	3	3.70	3	4.05
Habit				
No	20	24.69	24	32.43
1-2 habit present	42	51.85	34	45.95
more than 2 habit present	19	23.46	16	21.62

Table 5 represent that majority of preschool children were liked by peer (79.1% of working and 74.32% of non -working. Whereas only 2.47 % of preschool children of working mother and 1.35% of preschool of non- working mother were disliked by other

friend. Regarding the management 9.88% of preschool children of working and 6.76% of preschool children of non- working mother were mostly difficult to manage. Majority of the child 85.19% of working mother and 86.49% of child of non-working mother had clear speech whereas only 1.23% from working mother and 2.70% from non-working mother had not started to speak yet. Majority of the children from working mother (59.26%) and non- working mother (59.46%) never tease peer and others whereas only very less from working mother (3.70%) and 4.05% from the non- working mother tease their peer and other occasionally. Regarding the habit about half of preschool children of both group (working and non-working mother) had 1-2 habit present (51.85% and 45.95% respectively whereas 24.69% of children of working mother and 32.43% of children of non-working mother had no any habit present.

Table 6

Behavior Problem of Preschool Children among Working and Non-Working Mother

Behavior problem	Working mother n=81		Non-working mother n=74	
	n	%	n	%
Behavior problem				
Yes	30	37.04	28	37.84
No	51	62.96	46	62.16
Severity of behavioral problem (n=58)				
Mild	29	96.67	27	96.43
Moderate	1	3.33	1	3.57

Table 6 shows about 37.04% of preschool children of working mother and similar 37.84% of child of non-working mother had behavior problem. The severity seems to be

mild in nature (96.67% in working and 96.43% of non-working mother). There were no difference in the behavioral problem and severity of behavioral problem of working and non-working mother. Severity of behavior problem was calculated by measuring the total score where ≤12 had no behavior problem, 13-22 score had mild behavior problem, 23-33 score had moderate behavior problem and 34 to 44 score had severe behavior problem.

Table 7

Physical Behavior Problem of Preschool Children having behavioral problem.

Variables	Working mother n=30		Non-working mother n=28		
	n	%	n	%	P value
Activity problem					
Yes	3	10	4	14.28	0.610
No	27	90	24	85.72	
Bladder problem					
Yes	6	20	2	7.14	0.345
No	24	80	26	92.86	
Bowel problem					
Yes	6	20	1	3.57	0.298
No	24	80	27	96.43	
Fight					
Yes	14	46.66	14	50.00	0.918
No	16	53.34	14	50.00	
Destructive					
Yes	20	66.66	20	71.42	0.133
No	10	33.34	8	28.57	
Management problem					
Yes	4	13.33	7	25.00	0.561
No	26	86.66	21	75.00	

*p value significant at ≤0.05, Pearson's Chi square test

Table 7 demonstrate that the majority of problems were fighting, destructive behavior with very few on activity, bowel and bladder problem. Preschool children of working mother had more problem on bladder and bowel (20%) whereas preschool children of

non-working mother had more problem on activity and management (14.28% and 25% respectively). Regarding the association there was no significant association of physical behavioral problem with working status of mother.

Table 8

Emotional and Social Behavior Problem of Preschool Children among having Behavior Problem

Variables	Working mother n=30		Non-working mother n=28		
	n	%	n	%	P value
Concentration					
Yes	9	30	7	25	0.985
No	21	70	21	75	
Sensitive					
Yes	8	26.66	6	21.42	0.920
No	22	73.34	22	78.58	
Aimless					
Yes	8	26.66	10	35.71	0.210
No	22	73.34	18	64.29	
Temper tantrum					
Yes	9	30	8	28.57	0.189
No	21	70	20	71.43	
Fearful					
Yes	13	43.33	13	46.42	0.977
No	17	56.67	15	53.58	
Attention					
Yes	10	33.33	11	39.28	0.619
No	20	66.67	17	60.72	
Peer relation					
Yes	9	30	12	42.85	0.490
No	21	70	16	57.15	
Speech					
Yes	7	23.33	5	17.85	0.817
No	23	76.67	23	82.14	
Teasing					
Yes	11	36.66	7	25	
No	19	63.34	20	75	

*p value significant at ≤0.05, Pearson's Chi square test

Table 8 represent the majority of children of working mother had problem on concentration (30%, teasing (36.66%), and temper tantrum (30%) Whereas aimless

(35.71%), attention (39.28%) and peer relation (42.85), fearful (46.42%) was more in children of non-working mother. Regarding the association there was no association of the individual social and emotional behavior problem with working status of the mother where concentration (p=0.985), peer relation (p=0.490), attention (p=0.619), temper tantrum (p=0.189), fearful (p=0.977), aimless (p=210).

Table 9

Association of socio-demographic variables with behavioral problem of children of working mother

N=81

Variable	Behavioral problems				
	Yes	%	No	%	P value
Age					
≤3years	9	30	20	39.20	0.403
4-5 years	21	70	31	60.80	
Gender of children					
Male	19	63.33	33	64.70	0.901
Female	11	36.67	18	35.29	
No of sibling					
One	16	53.33	31	60.80	0.512
Two or more	14	46.67	20	39.20	
Type of family					
Single	11	36.67	19	37.25	0.2958
Joint	19	63.33	32	62.74	
Working hour of mother					
≤8 hour	19	63.33	38	46.91	0.287
>8 hour	11	36.67	13	53.08	
Personnel for substitute care provider					
Grand parents	19	63.33	39	76.47	0.205
Others	11	36.67	11	23.52	

*p value significant at ≤0.05, Pearson's Chi square test

Table 8 demonstrates the association of the socio-demographic variable with the behavioral problem of the preschool children among working and non -working mother. Behavior problem was seen more among male (63.33%), more among single child (53.33%), more to the child who substitute care by their grandparents (63.33%) and among the joint family (63.33%). Regarding the association there was no significant association of behavioral problem with age (p=0.403), sex (p= 0.091) no of sibling (p=0.512) working hour of mother, (p=0.287), and substitute care provider (p=0.205).

Table 10

Association of socio-demographic variables with behavioral problem of children of non-working mother

N=74

Variable	Behavioral problems				
	Yes	%	No	%	P value
Age					
≤3years	14	50	18	39.10	0.360
4-5 years	14	50	28	60.90	
Gender of children					
Male	17	60.71	18	39.10	0.710
Female	11	39.28	28	60.90	
No of sibling					
One	15	53.57	23	50	0.102
Two or more	13	46.43	23	50	
Type of family					
Single	8	28.57	22	47.82	0.766
Joint	20	71.42	24	52.17	

**p value significant at ≤0.05, Pearson's Chi square test*

Table 10 shows that among the preschool children of non -working mother behavioral problem was more among the male (60.71%), single child (53.57) and the child from the joint family (71.42). Regarding the association there was no significant association of

behavioral problem with age (p=0.360), sex (p= 0.710) no of sibling (p=0.102) and type of family(p=0.766).

CHAPTER V

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary, discussion of findings, conclusion and recommendation. The discussion and conclusion are drawn from each of the findings.

5.1 Discussion

The comparative study was conducted among school children of working and non-working mothers studying in Wing's Montessori school and Suryadeep School, Bhaktapur. The study was conducted to find out the behavioral problems among school children of working and non-working mothers.

Concerning behavior problem, the study revealed that 37.04 % of school children of working mothers were facing behavior problems whereas 37.84 % of preschool children of non-working mothers. The behavioral problem was comparatively similar among the working and non- working mother. This study is not supported by the similar type of study in Nepal where psychological problem was compared among the school children which show problem was more among the children of non-working mother where 11.7 % of school children of non-working mothers were facing psychosocial problems whereas 8.3 % of school children of working mothers.[16] Study done in Mangalore about the behavior problem of preschool children revealed that 48.40 % of preschool children of working mother and 31.60% of preschool children of non-working mother has behavioral problems. [1]

Regarding the severity of behavioral problem, mild type of behavior problem was more in both working mother (96.67) and non-working mother (96.43%) whereas moderate level of behavior problem was 3.57% and 3.33% in non -working mother and working - mother respectively. Although there is no significant difference in the severity of behavior problem of preschool children among working and non-working mother. This study is not supported by the comparative study on behavior problem of preschool children among working and non- working mother in New Delhi by A. Alexander and Shetty AP. where mild level of behavior problem was more in children of non-working mother (83.3%) whereas only 40% of children of working mother had mild behavior problem. Similarly the moderate level of problem was more in the children of working mother (60%) followed by 16.70% in children of non-working mother.[5]

Concerning sex, the study revealed that more male 63.33% of preschool children of working mothers and 60.71% male of non-working mother had behavior problem. There was significant difference about the sex and behavior problem of preschool with the p value 0.034 significance at <0.005 at 95% CI. The study was supported by A community based cross-sectional descriptive study about behavioral problems among preschool children in Sholapur, there was significantly higher prevalence of behavior problems among male children 29.6% with 24.8% in female. [17] Likewise another similar study revealed similar findings behavioral problems were more in males 34.77 % as compare to females 27.6 %.[19]

Concerning the association of behavioral problem with age of the preschool children, there was significant difference between the behavioral problem of preschool children of working and non-working mothers in age of preschool children with p value is .034. A descriptive study about the behavior problem among preschool children showed behavior problem decline with age. 53% of behavior problem belongs to the age group 3.1 to 4 years whereas 31.2 %from the age group 4.1 to 5 years of age group.[20] This finding is also supported by the findings of the study done by in Mangalore which showed that there was significant difference between the behavioral problem of preschool children of working and non-working mother where 53% of behavioral problem belongs to age 3 and only 31.2% from the age 4-5 years.[17]

Regarding the association of working hour and behavior problem, behavior problem was less with increasing working hour (36.67%) but there was also no association of working hour and behavioral problem with p value 0.287. This finding of the study is not supported a study of by a study about effect of mother's working status on behavioural problems of primary school children.revealed that there is significant difference in the behavioral problem of primary children of working and non-working mother as t value found 12.706 at the 0.05 level of significant.[4] Likewise another similar study revealed that children of employed mothers are more active than children of non-working mother with mean value 11.03 and 9.47 respectively. [28]

Regarding the association of behavioral problem and the no of sibling, there was no association which is evidenced by p=0.404 at the 0.05 level of significance. This study is supported by similar type of finding. Among girl behavior problem were more common in the eldest child (60%) and in boys behavior problem is more common in second born (p< 0.001). but there was no significant difference among behavior of child and no of children.[29]

Regarding the association of the behavioral problem and the substitute care provider, there was no association among the care giver and behavior problem with p=0.205. This study is not supported by a study about grandparents raising their grandchildren: transition of grandparents role to parental work where only 17% of children have behavior and 37% from the other care giver.[30]

Behavior problem was not affected by the type of family with p value=0.958 for working mother and p value=0.10 for non- working mother. The finding of the similar type of study shows that data regarding the type of family showed that the maximum i.e. 53.3% of behavior problem from the child of joint family and 46.7% of behavior problem from the child belonged to nuclear family.[10]

Regarding the type of behavior problem bladder trained was more in non-working mother (93.2%) than the children of working mother 88.90%. Similarly bowel habit is also more trained in the children of non-working mother (94.6%) than the children of working

mother (90.1%). Concerning about the habit children of working mother had more habit problem (51.85%) than the children of non-working mother (45.95%). This finding is supported by a study about the bed wetting and preschool behavior where about 37% of preschool children of working mother had bladder problem where only 21% of child of non-working mother had behavioral problem. [27]

5.2 Conclusion

Based on the findings of the study it is concluded that there is no remarkable difference in behavioral problems among preschool children of working and non-working mothers. As well as there was significant association of the age($p=0.031$) and sex($p=0.034$) of the child with the behavior problem of preschool and no any other selected demographic variable were associated with the behavioral problem of preschool children.

5.3 Limitations

The study was conducted only in Suryabinayak Municipality, Bhaktapur. So the findings may not be generalized to other setting.

5.4 Implications

The findings of the study might be useful not only in mental health but also in the field of community and school health.

It might be helpful to the school teachers and parents for early identification of problems of school children.

The findings of the study may be helpful for future researchers as baseline data for studying on the same area.

5.5 Recommendations

The study can be replicated on a larger sample, covering a wider geographical area for better generalization.

Further studies can be conducted to explore other potential factors that could explain the association between maternal employment status and behavioral problems of preschool children. These may include other social aspects such as parenting practices, socioeconomic status, etc.

Interview with both mother and class teacher of the preschool children can give accurate data about the behavior of children.

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