

**A COMPARATIVE STUDY OF BEHAVIOURAL PROBLEMS OF
CHILDREN OF WORKING AND NON-WORKING MOTHERS**

Dissertation submitted to the Tamil Nadu Teachers Education

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MASTER OF EDUCATION

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DECLARATION

I declare that the dissertation entitled “**A COMPARATIVE STUDY OF BEHAVIOURAL PROBLEMS OF CHILDREN OF WORKING AND NON-WORKING MOTHERS**” submitted to the Tamil Nadu Teacher Education University, Chennai for the fulfilment of the degree of Master of Education is the record of original research work carried out by me under the guidance of Prasad P.S. Assistant Professor in Education, N.V.K.S.D College of Education, Attoor and it has not been submitted by me for the award of any degree, diploma, title or recognition before.

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Guide

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Chapter I**INTRODUCTION**

- ❖ Need and significance of the study
- ❖ Statement of the problem
- ❖ Objectives of the study
- ❖ Hypotheses
- ❖ Methodology in Brief
- ❖ Limitations of the study
- ❖ Organisation of the report

CHAPTER I

INTRODUCTION

Most children have some behaviour problems at sometimes or the other. Behaviour problems arise from conditions within the child or from external influences of which are often not noticed or understood by others. Behaviour problem's range from extreme withdrawal to intense hostile aggression. In classroom, students with behaviour problems try to cope with their problems in their own ways which, at times, become troublesome for others. Some women work primarily from financial necessity and remain predominantly involved home maker role. Today, most of the mothers are working. They are expanding their lives to include a career; they must also maintain their traditional roles at home. This combination working mothers experienced more stress than working fathers.

With the emergence of a new economic pattern, increasing opportunities for education, rising standard of living and increased modernization, women from the middle and upper class families have also started coming out of their traditional role of a home maker to join the work force. The number of working women has been increasing year by year. The increasing number of women in the work force has created a number of problems to their children. The women who are in full times jobs which very often necessities staying away from their

family for long hours during the day and create more disturbances for their children.

Children of today are the citizens of tomorrow. The prosperity of the nation depends upon the health of its future citizens. Children with sound mind in sound body are essential for the future development of the country. The investment of the children in terms of developing environment both physical and emotional is going to reap rich individuals in future. As said by Karl Augustus Menninger “What is done to the children, they will do to the society”.

The child’s mind may vary in temperament, development and behaviour. The American Academy of Pediatrics (2005) reported that it is very difficult to identify normal and abnormal behaviour. It stresses that the mother’s reaction plays an important role in molding the behaviour of the children. Different mothering styles may influence a child’s behaviour and inadequate attention may result in abnormal behaviour in children. Sometimes such children show a wide variety of behaviour which may even create problems to parents, family members and society. Therefore behavioural problems always require special attention.

NEED AND SIGNIFICANCE OF THE STUDY:

“Mothers are the ideal teachers and the informal education given by home is most affective and Natural” - Froebal.

Behavioural is the key symptom of a person which makes his impression as a nice one or a typical in the society. The term behavioural problem or problematic behaviour stands for the type of serious abnormality in the behaviour of an individual, which while causing a problem for his proper adjustment to self and environment, proves quite detrimental to his own welfare along with that of the society. Behavioural problems are most common and usual with children and adolescence.

A mother is a beloved entity remembered throughout one's life because of the quality and quantum of love that she gives to her child. Mothers are considered to be most important because they are consistently involved in care giving managing and organizing children's social life. Modern psychology has given support and justification to a belief that the future happy development of children is dependent on the loving care of their mothers.

Mothers whether educated or illiterate, give a definite shape to the personality of their children especially during their school going age. Working mothers, besides taking care of the daily needs of husband, children and other family members, have to perform the job and spend the major portions of their

in travelling and in their attention from the children, which in turn affect various aspects of the lives of the children. The children are one of the rapid changes in developmental, social, emotional, cognitive and linguistic abilities. The children are progressively developing more autonomy.

In our daily life, we are meeting many of the working mother's children with behavioural problems. Working women would have less time at her disposal for children care as compare to non-working women. Non-working mothers stay at home for most time and have lots of leisure time, which they can spend with their children and other family members of the family. On the other hand, working mothers return home late and get less time to think about minor issues. This has a direct effect on the family relationships and behavioural problems of the children, particularly the grown up children.

From the various literatures it is clear that working status of mother does affect the 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 cause mothers to spend less time with children for care and concern. So this study is very important day today's life. So behavioural problems always require special attention.

Because the above said reasons the investigator decided to conduct a study in this area.

STATEMENT OF THE PROBLEM:

“A COMPARATIVE STUDY OF BEHAVIOURAL PROBLEMS OF CHILDREN OF WORKING AND NON-WORKING MOTHERS”.

OPERATIONAL DEFINITIONS OF TERMS:**1. Behavioural Problems:**

Behavioural problems refer to disorders that represent significant deviation from the normal behaviour as expressed by the children, which will be categorized into, class room problems, anti-social behaviour, aggression, nervous habits, rebellious behaviour are included.

2. Children:

It refers to children of working and non-working mothers with an age between 6-12 years attending the selected school of Kanyakumari District.

3. Working Mothers:

In this study working mothers refer to women employed in private or public sectors, who work for about 6-8hours a day to support family income.

4. Non-Working Mothers:

In this study non-working mothers refer to those women managing household activities and not involved by any external sector of employment to support their family.

OBJECTIVES OF THE STUDY:

- ❖ To study the level of behavioural problems of children of working mothers and non-working mothers.
- ❖ To compare the mean scores of behavioural problems of children of working and non-working mothers with respect to background variables such as Gender, class, Locality, Type of Management, Order of Birth, Religion, Community, Occupation of mother.

HYPOTHESES:

- ❖ There is no significant difference in the mean scores of behavioural problems of children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of male children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of female children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of rural school children of working and non-working mothers.

- ❖ There is no significant difference in the mean scores of behavioural problems of urban school children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of government school children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of private school children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of upper primary school children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of lower primary school children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of first children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of second children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of third children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of Hindu children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of Christian children of working and non-working mothers.

- ❖ There is no significant difference in the mean scores of behavioural problems of Muslim children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of BC children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of MBC children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of OC children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of SC children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of ST children of working and non-working mothers.

METHODOLOGY

Method:

Normative Survey method.

Tools used:

1. Behavioural problem teacher assessment scale to be constructed by Nithya Nair.M and Dr.Sreelatha.S (May 2006)
2. General data sheet.

The tool checks the problems in the following areas.

- i. Class room Problems
- ii. Anti-Social Behaviour
- iii. Aggression
- iv. Nervous Habits
- v. Rebellious Behaviour.

Sample:

The study was conducted on a sample of 400 students studying in classes from I to VI of various schools in Kanyakumari District.

Statistical Techniques used:

Statistical techniques like

- i. Arithmetic Mean
- ii. Standard Deviation
- iii. t-test

DELIMITATION OF THE STUDY

The main delimitation of the study is

Investigator used sample at limited students at a particular classroom for the present study.

The study has been delimited to the schools in KanyaKumari District.

ORGANISATION OF REPORT:

The report has been structured in to five chapters

Chapter: I

The introductory chapter presents the rationale for selecting the problem, its significance, statement of the problem, definition of terms, objectives of the study, hypothesis, methodology in brief, limitations of the study and organization of the report.

Chapter: II

The second chapter offers the review of related literature that is the theoretical postulates regarding the behaviour problems of children and review of related studies.

Chapter: III

The third chapter provides the description of the methodology of present investigation. It elaborates up on the details regarding the method adopted for the present study, tool used, sample for the present investigation, administration of the tool, scoring and tabulation and the statistical techniques used for analyzing the data.

Chapter: IV

The fourth chapter deals with the analysis of the data collected and interpretation of collected data.

Chapter: V

The fifth chapter offers the educational implications of the findings, major conclusion drawn and suggestions for further research.

REVIEW OF RELATED LITERATURE

- ❖ Theoretical Overview
- ❖ Review of related literature

CHAPTER II

REVIEW OF RELATED LITERATURE:

The phrase “Review of Literature” consists of two words. The term “review” means to organize the knowledge of the specific area of research, to evolve an edifice of knowledge and to show that the purposed study would be an addition to this field. In research methodology the term “Literature” refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies.

A review of literature must precede any well planned research study. A careful review of research journals, books, dissertations and other sources of information on the problem to be investigated are the important steps in the planning of any research study. The reviews of literature provide an overview of the current frame work of theory in the area in which it is proposed to undertake an investigation.

According to chapter V. Good “the keys to the vast store house of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background for selection” of procedure and comparative data for interpretation of results.

This chapter has two sections: Section A deals with the theoretical overview of the topic and Section B deals with the review of related studies.

THEORETICAL OVERVIEW:

This part consists, a detailed account of the behavioural problems selected under the study.

Primary schools provide education for children between the ages of 6 to 13. The great and obvious physical changes in the children during the time are matched by mental and emotional changes of at least equal magnitude, complexity and importance.

During childhood, physical growth continues, but at a slower pace. The child's intellectual and emotional development in rapid and very complex as he moves from the sheltered, intimate world of his home to the larger environment of the school and the community and hence he/she may exhibit a number of behavioural problems.

Children aged between 6 to 13 are passing through a rich and fascinating period of development in which they experience a great variety of learning relationships. Every teacher in a primary school, therefore, must know children as the foundation of his work; his knowledge cannot be limited to the children of the age of those to his particular school.

Behavioural problem is a deviant or distorted behaviour which does not fit in with or confirm to the accepted norms of behaviour appropriate to the age of the child, “A pupil whose behaviour is disruptive or otherwise unacceptable to the teacher or others may be said to have a behavioural problem” (Rown tree, Derek; 1981). If this problem persists and occurs continually, it constitutes a behavioural problem. When a child’s conduct is disturbing to others, interferes with the normal procedure of the school, or results in his being a nuisance, he may be regarded as having behaviour problems.

The common forms of behaviour problems exhibited by the primary school children are nail biting, aggression, hyperactive behaviour, lying, stealing, shyness, cheating, use of vulgar language etc.

Causes of Behavioural Problems:

Faulty interpersonal relations between the child and his environment cause a behavioural problem. Hereditary and environmental factors play an important role in the formation of deviant behaviour.

The causes of behavioural problems can be broadly divided into

I. Individual and Family factors

II. Sociological Factors.

1. INDIVIDUAL AND FAMILY FACTORS:

The various factors, which come under individual and family factors, are listed below.

A) Organic and physical status of the individual:

Adequate physical strength and proper co-ordination gives him self-confidence and emotional stability. A child with a poor physique and physical deformities may be rejected by the peer group, such as child becomes accustomed to isolation and deteriorated intellectually physically and socially. Minimal brain damage is often undetected by parents and teachers. These brain damage causes destructibility, impulsively and perceptual abnormality unsuccessful and untaught brain damaged child is criticized by adults and peers. Hence he develops feelings of rejection and loneliness, which lead to problem behavior.

B) Intellectual factors of the individuals:

Intelligence of the child in relation to that of the siblings and parental expectations may cause behavioural problems. A child with poor concentration cannot follow the class. So he makes mischief in the class and sometimes is a truant.

He is highly suggestible and can be easily led into antisocial behaviour like stealing, lying, gambling and sex offences. If the superior intellectual capacity of the gifted is not properly channelized, it may lead to behavioural problems.

C) Emotional factors of the individual:

Emotions determine the behaviour of a person and his adjustment to life. Emotional factors like jealousy and anger towards siblings lead to unconscious conflicts in child's mind. Children sometimes learn the faulty way of controlling environment by showing temper tantrums. Deprivation of affection from the parents leads to problem behaviour.

D) Parent child relationship:

Parental influence is most important in personality integration and adjustment. A child needs security and protection from parents. If the child is not accepted, he feels insecure. Parental quarrels and unfair comparison and to his feeling of insecurity. Too much of security and protection are not good, because they may make the child dependent on the parents and retard his personal growth. Parents must understand the needs of the children and work in the direction of satisfying his needs. Speech disorder and psycho-physiological problems are caused by lack of emotional security. Parent must understand the underlying cause and try and improve their responses towards the child.

Aggressive reactions are caused by over-dominance of parents which frustrates the child. Here again, the parents can save the situation by giving the child more freedom.

E) Inter sibling relationships:

Inter sibling relationships are marked by a certain amount of jealousy and rivalry. These relationships may suffer a set back at the unexpected arrival of a younger brother or sister, because of favouritism

shown by parents towards a particular sibling. Favouritism on one hand may create insecurity and inadequacy and on the other hand cause greater feelings of jealousy among siblings.

F) Size of the family and ordinal position of the child:

The Child's position in the family may have some relationship with behavioural problems. It has been noticed that children in small families have better adjustment.

Parents demand perfection from the first child. When the younger child is born, they expect the older child to be more tolerant, understanding and co-operative. He is expected to show more maturity beyond his ability. The middle child is frequently neglected and the younger child never learns to take responsibility and find it difficult to develop independence. He is reared without adequate discipline.

G) The only child:

The only child gets all the attention and affection from the parent. But he feels lonely. More over parents over protect him and he becomes more dependent and is not able to face the challenges of outside world. Grandparents living in the family may have adverse effects on the development of the child.

H) Broken homes:

Broken homes can be caused by death, separation or divorce. A home can also be psychologically or emotionally wrecked. If there is disharmony owing to constant fights among the parents, the Child's basic

needs of love, acceptance and security do not satisfied and the Childs develops problems like nervousness, lack of confidence, bedwetting and antisocial behaviour.

II) SOCIOLOGICAL FACTORS:

Though family is the primary socializing agency, neighbourhood, school clubs etc, influence the behaviour of the child.

The various factors, which come under sociological factors, are listed below.

a) Neighbourhood:

A child from the moment of his entrance in the world is influenced by social environment of mother, father, siblings and neighbours. His behaviour is shaped by the expectations of these people. The development of values such as moral, social and religious are directed by society in which he lives.

Many behavioural problems have their origin in the influences of neighbourhood. Many of our children develop delinquencies because such patterns of behaviour are available in their neighbourhood like lying, stealing, obscene talk and sex interests.

b) Effect of social class:

A child belonging to the upper strata may get all the material pleasures easily. He enjoys whatever he needs. But his abundance of money can sometimes create problems. The children are looked after mainly by the servants and are deprived of mother's affection. They usually exhibit problem behaviours such as aggression, nervousness, rebellious behaviour etc. Since the parents being very busy with social engagements, that no time for the child.

A child coming from very low socio-economic class also faces problems. The parents being very busy making both ends meet have no time for their children. Here children become very independent at a very tender age. Nobody teaches them the higher values of life and so they easily fall prey to stealing, gambling, begging, etc. Financial stringency also gives them inferiority complex and places them at a disadvantage.

c) The School:

The school situation often contributes to the anxieties of a child and as a result some maladjustment which may lead to misbehaviour. Since the school is the very urgency for the attention of the problems and tensions the fact that it sometimes contributes to the problem is an indictment of the school.

The teachers still press their children to succeed in school individual differences are hardly recognized and rarely considered is day to day activities. Most of the teachers are unsympathetic and

antagonistic. They do not care to understand the child. Methods of teaching do not give any opportunity for self expression and expression of personality.

d) Cultural Factors in India:

In our country, sex plays a very important role. Birth of a boy is still celebrated with joy where as the arrival of a girl is not welcomed. A definite distinction is made by parents while giving affection and education to a boy an girl. This leads to problem behaviour.

Ways to Overcome Behavioural Problems

Here are a few ways to overcome behavioural problems.

- ❖ Be a Monitor – build an open, trusting relationship with your child communication between you and your lay.
- ❖ Be Proactive – If you sense, there is a problem, call your your childs teacher and the school before the problem becomes overwhelming.
- ❖ Be Calm – When communicating with your child, be responsive but not over reactive. Keep his self-esteem in mind and think about what you want your actions and words to accomplish. Remember, it is how you say what say, as well as what you say that an impact with both your child and the school.
- ❖ Be a team member – work with the school. Here the concerns and reflect on them.

- ❖ Be constructive – avoid blaming your child, your spouse and the school for the problem.
- ❖ Be a coach – help your child work together the problem. Avoid telling her what to do but assists in helping her choose the best plan. Involve your child in every step of the problem solving process. This is how will come to accept responsibility for it provide the structure and guidelines necessary for making constructive choices.
- ❖ Be an assistant – Plan with your child the actions that will overcome the problem. Keep in mind that you want to treat the cause not the symptoms. Include your child’s school in the plan.
- ❖ Be positive evaluator – Never ask ‘Why’ instead ask ‘How’, ‘What’, ‘When’ and but a system of expectations around behaviour together with your child.
- ❖ Be a leader – Set the example by actively demonstrating problem solving in your own life and ‘think aloud’ the process.
- ❖ Be a cheerleader – Celebrate small gains. Notice when he has made an effort to change improve or solve difficulties independently encouragement and recognition for specific goals are more powerful than general praise.

Various Forms of Behavioural Problems

Various types of behavioural problems selected for the present study are explained below

1. Problems related to classroom performance:

Behavioural problems became apparent when the student displays a repetitive and impact persistent pattern of behaviour that results in the significant disruption in other students such disturbances may cause significant impairments in academic, social or occupational functioning.

Forms of problems Related to Classroom Performance

Common forms of classroom related problems exhibited by the primary school children are given below.

a) Laziness

It means not only easily around to activity.

b) Whispering during class hours

Speaking in a low voice during class hours.

c) Reading other materials while teaching

Reading comic books or other materials without listening the class.

d) Chewing chocolates during class hours

It means chewing something during class hours.

e) Inattentiveness

Always not attentive in class.

f) Sleeping during class hours

Resting in the state or Sleep during the class hours.

g) Late coming

Arriving school after the usual or proper time.

h) Irregular

The quality or state or being not regular.

i) Mischievous in class

Tending to causes annoyance or trouble.

j) Talking out of turn

Talking before when he get a chance.

k) Out of seat

It means to take ones seat or place.

l) Infringement of class rules

It means to encroach up on in a way that violates class rules or laws.

m) Making sounds with objects, mouths or body parts

Producing sounds with objects, mouth or body parts during class hours.

n) Refusing to complete assigned work

Unwilling to complete the given work.

o) Scribbling

Writing carelessly without regard to legibility or form.

Common causes of problem related to classroom performance

The majority causes of classroom related problems exhibited by children are:

- 1) A child suffers from a genetic weakness or defect that makes him vulnerable to stress.

- 2) A child's problems stem mainly from a conflict between his basic drives and forbidding environment which demands that he exhibits the expressions of his drives.
- 3) The problem behaviour comes about through learned or conditioned ways of behaving that impair the Childs adaptations to his environment.
- 4) Some problems arise as a consequence of inability or failure to meet cultural demands such as failure to meet standards set a school.
- 5) Feelings of insecurity.
- 6) Over indulgency of parents.
- 7) Constant quarrels between parents.
- 8) Feelings of rejection.
- 9) Feeling of insecurity.
- 10) Preferring one child to another by parents Feelings of inadequancy
- 11) Feelings of guilt.

Therapy for Problems Related to Classroom Performance

- 1) Teachers should reward students for good behaviour and withhold reinforcement for bad behaviour.
- 2) Special efforts should be made to encourage and easily facilitate students with behavioural disorders to interact.
- 3) Show confidence in the student's ability and set goals that be achieved really.

- 4) Expose students with behavioural disorders to other students who demonstrate the appropriate behaviours.
- 5) Present a sense of positiveness in the learning environment.
- 6) Encourage others to be friendly with students who have emotional disorders.

II Aggression:

Aggression is the most frequently occurring behavioural problem in children. It is an actual or threatened act of hostility usually unprovoked by another person. Children may express their aggressiveness in physical, verbal, and symbolic attacks on another. These three forms of aggression create many problems to the individual, family, society, state and the world. According to some theorists, aggression refers to all striving behaviour and all attempts to master the environment. It certainly implies that aggression not only possess components that are constructive, but features that are essential for survival.

Forms of Aggression:

Common forms of aggression exhibited by the primary school children are given below

a) Fighting

It is a form of physical aggression. It means that to strive to overcome a person by blows or weapons.

b) Hitting

It means to strike forcefully and suddenly as if with the foot.

c) Kicking

To strike out with the foot or feet.

d) Punching

It means that to strike with a forward thrust especially of the fist.

e) Throwing objects purposefully

It means that to propel the objects through the air by a forward motion of the hand and the arm.

f) Grabbing materials

It means that to take or seize by or as if by a sudden motion or grasp.

g) Teasing

It is a form of verbal aggression. It means that to disturb or annoy by a persistent irritating or provoking especially in a petty or mischievous way.

h) Nick naming

It means that a descriptive name given instead of or in addition to the one belonging to a person.

i) Verbal threatening

It means to utter threats verbally.

j) Gossiping

It means habitually revealing personal or sensational facts about others.

k) Ridiculing

IT implies a deliberate often malicious belittling.

l) Shouting on others

It implies to utter in a loud voice against others.

m) Nagging

Irritating by constant scolding or urging.

n) Taunting

It means to reproach or challenge in a mocking or insulting manner.

o) Making faces

It is a symbolic form of aggression. It means to distort one's feature.

Common Causes of Aggression:

The major causes of aggressive behaviour exhibited by the children are

- 1) Inability to control their hostile and cruel impulses.
- 2) Frustration or feeling of emotional disturbance the child feels when he is thwarted sometimes produces an emotional state, anger, which heightens the probability that aggressive behaviour will ensue
- 3) Temperamental qualities moulded during the formative years.
- 4) Physical punishment by the teachers or parents.
- 5) Immediate gratification of all its wants.
- 6) Interference with satisfaction of needs.
- 7) Greed, envy and jealousy
- 8) Influence of television.
- 9) Parental rejection and threatening.
- 10) Inadequacy, inferiority and insecurity feelings.

- 11) Bitter school life.
- 12) Threats to self esteem.
- 13) Unhappiness.
- 14) Imitating aggressive parents who show hostile behaviour.
- 15) Repression of urges.

Therapy of Aggression

- 1) Parents who disapprove of aggression and who stop it but by means other than physical punishment are least likely to produce aggressive behaviour.
- 2) An affectionate and tolerate home atmosphere in which the child knows that aggression is an in appropriate strategy for getting his way and he is able to discriminate the limits beyond which he definitely cannot go, is the best long term antidote to aggressive behaviour.
- 3) Loving the child is the sine qua non of any prevention and cure of problem child.
- 4) A student who continually with other students should be made to face the wall and stand these for full one hour.
- 5) Teachers and parents try to teach him to understand, to help and to co-operate.
- 6) Parents can use their own ingenuity to reduce aggressive behaviour in their children.

- 7) Aggression child's sense of inadequacy should be compensated by the shared pleasures of his new relationship.

III) Nervous Habits

Nervous habits like nail biting, thumb sucking, stammering are controllable behaviours that develop in times and stress. They are common in school aged children as they adjust to new routines, new schools and new friendships. Nervous habits are manipulative motor habits of the children which cause parents concern. These forms of behaviour are less accessible to correlation. Child resorts to problem behaviour to satisfy the desires for which he knows no other methods.

Forms of Nervous Habits

The common forms of nervous habits exhibited by the children are

a) Nail biting:

A child who bites his nails continually is indicating his tension and anxiety.

b) Thumb sucking:

It means sucking ones thumb while engaged in thought process.

c) Biting or Chewing clothes:

It is the manner of biting or chewing clothes while asking questions.

d) Hair twisting:

It means moving the hair with a turning motion.

e) Stammering:

It means making involuntary stops and repetitions in speaking.

f) Nose picking:

The act of picking the nose.

g) Shyness:

It implies a timid reserve and a shrinking from familiarity or contact with others.

h) Day dreaming:

A state of mind marked by abstraction during class hours.

i) Over anxiety:

It is excessive fearful concern or interest.

j) Absent mindedness:

It means lost in thought and unaware of one's surrounding or actions.

k) Moodiness:

It means subject to depression.

l) Skin picking:

It means plucking the skin with fingers.

m) Eye blinking:

It means frequent shutting and opening the eye.

n) Difficulty in making friends:

It means hard to make friends.

o) Self centeredness:

Concerned solely with one's own desires; needs or interests.

Common Causes of Nervous Habits:

The major causes of nervous habits exhibited by the children are

- 1) Childs restlessness is a response to over expectation on the part of parents
- 2) Parents criticism and scolding for minor failure.
- 3) Over burden with extra lessons and organized activities.
- 4) Children may develop nervous habits because they are not capable of expressing their worries and concerns, either to themselves or to anybody else.
- 5) Stress is a way of relieving the intense but transient tensions of childhood.
- 6) Nervous habits are usually caused by tension.

Therapy of Nervous Habits:

- 1) Encouragement, praise and freedom reduce tension.
- 2) Non essential activities and duties can be eliminated.
- 3) Help the child think of an alternate behaviour.
- 4) Discuss the objectively the positive and negative consequences of the habit.
- 5) Nerve punishes or shames a child for exhibiting nervous habits.
- 6) Provide lots of love and support and help to overcome the problem.
- 7) Try to minimize stress or situations that aggravate nervous habits.

III) Hyperactive Behaviour:

Attention deficit hyperactivity disorder (ADHD) is an illness characterized by inattention, hyperactivity and impulsivity. The most commonly diagnosed behaviour disorder in young persons, ADHD affects an estimated three percent to 5% of school age children.

Although ADHD is usually diagnosed in childhood, it is not a disorder is frequently not diagnosed until later years.

According to the U.S Surgeon General, ADHD is a metabolic form of encephalopathy, impairing the release homeostasis of neurological chemicals and reducing the function of the limbic system. Research however, indicates that the frontal lobes their connections to the basal ganglia and the central aspects of the cerebellum (vermis) are most likely to be involved in this disorder, as may be a region in the middle or medial aspect of the frontal lobe, known as the anterior cingulate.

According to the Diagnostic and statistical Manual of Mental Disorders, ADHD is the developmental disorder that arises in childhood, in most cases before the age of 7 years, is characterized by developmentally inappropriate levels of inattention and/or hyperactive- impulsive behaviour, and results in impairment in one or more major life activities, such as family peer, educational, occupational, social or adaptive functioning. There are three types

of ADHD. Predominantly inattentive, predominantly Hyperactive-impulsive, and combined type.

Forms of Hyperactive behaviour:

Common forms of hyperactive behaviour exhibited by the primary school children are given below.

a) Difficulty in remaining seated

It means leave their seat in situation in which remaining seated is expected.

b) Difficulty in playing quietly

It means difficulty in engaging in activities quietly.

c) Doing several things at a time

It means difficulty in concentrating a particular task.

d) Difficulty in waiting for a turn or in line

It means difficulty in waiting in turns.

e) Difficulty in continuing the work till its completion:

It means problems in finishing assignments at school or home and jumps from one activity to another.

f) Difficulty in obeying to rules and regulations

It means difficulty in following instruction.

g) Inability to concentrate or finish tasks given to them

It means difficulty paying attention or staying focused on a task or activity.

h) Doing things without thinking

It means doing things with proper planning

i) Interrupting others when they are talking

It means interrupts or intrudes on other people

j) Answering impulsively

It means blurting out answers before hearing the full questions

k) Becoming easily distracted by slight interference

It means easily distracted by extraneous stimuli

l) Excessive running

It means runs about or climbs excessively

m) Talking too much

It means excessive talking

n) Loitering around the room

It means roaming around the room without permission

o) Showing irritability

It means fidgeting with hands or feet or squirms.

Common Causes of Hyperactive Behaviour:

The major causes of hyperactive behaviour exhibited by children are

- 1) ADHD is a disorder of the right side of the brain.
- 2) Studies have suggested that dopamine levels are abnormal in the brains of these with ADHD.
- 3) Abnormalities along this neural route have been associated with ADHD.

- 4) Maternal smoking during pregnancy is also associated with a higher risk for ADHD.
- 5) One study indicated that an increased risk also existed in children of women who were exposed during pregnancy to environmental toxins, including dioxins and polychlorinated biphenyls (PcBs).
- 6) The relatives of ADHD children (both boys and girls) have much higher rates of ADHD.
- 7) Some studies have found an association between deficiencies in certain fatty acids (compounds that make up fats and oils) and ADHD.
- 8) ADHD children had fewer problems after a high – carbohydrate breakfast than after a high – protein one.
- 9) Children who suffer from malnutrition as infants may develop behavioural problems, the most prevalent being attention – deficit disorder.
- 10) ADHD may be caused by minor head injuries or brain damage resulting from infections or complications at birth.
- 11) Problems in parenting or parenting styles may make ADHD better or worse.
- 12) The number of pregnancy complications may also increase risk of ADHD.

Therapy of Hyperactive Behaviour:

- 1) Create a routine – Try to follow the same schedule every day, from wake up time to bed time. Post the schedule in a prominent place. So your child can see where he or she is expected to be throughout the day and when it's time for homework, play and chores.
- 2) Help you child organize – Put school bags, clothing and toys in the same place every day. So your child will be less likely to lose them.
- 3) Avoid distractions – Turn off the Tv, radio and computer games, especially when your child is doing homework.
- 4) Limit choices – Offer your child a choice between two things (this outfit, meat, toy etc or that one). So that he or she isn't over –whelmed and over stimulated.
- 5) Change your interactions with your child – Instead of long –winded explanations and cajoling, use clear brief directions to remind your child of his or her responsibilities.
- 6) Use goal and rewards – Use a chart to list goals and track positive behaviours then reward your child's efforts. Be sure the goals are realistic (think baby steps rather than overnight success).
- 7) Discipline effectively – Instead of yelling or spanking use timeouts or removal of privileges as consequences for inappropriate behaviour. Younger children may simply need to be distracted or ignored until the display better behaviour.

- 8) Help your child discover a talent – All kids need to experience success to feel good about them. Finding out what your child does well – whether its sports, art or music can boost social skills and self esteem.

V Anti Social Behaviour

Antisocial behaviour is disruptive acts characterized by covert and overt hostility and intentional aggression towards others. Antisocial behaviours exist defiance of authority and of the right of others, deceitfulness, theft and reckless disregard for self and others. Antisocial behaviour can be identified in children as young as three or four years of age. If left unchecked, these coercive behaviour patterns will persist and escalates severity overtime becoming a chronic behaviour disorder. This behaviour that causes in distress or harassment to you and your family.

Forms of Antisocial Behaviour:

Common forms of antisocial behaviour exhibited by primary school children are given below.

- a) Stealing

It means to take the property of another wrongfully.

- b) Lying

Telling lies due to fear of punishment, disapproval and ridicule.

- c) Disrupting the class

To interrupt the normal class purposefully.

d) Using vulgar language

Using coarse words or ill breeding words in class.

e) Cheating

To deprive of something valuable by the use of deceit.

f) Hiding facts

It means to keep secret and to tell lies to hide the real facts.

g) Initiating fights

To cause or facilitate the beginning of fights.

h) Making obscene gestures

Making indecent movements of the body or limbs done to convey an attitude.

i) Touching others or own private body parts

Touching others or own unwanted body parts purposefully.

j) Absenteeism in school

Prolonged absence to school.

k) Gambling

The playing of a game of chance for stakes.

l) Exposing body parts unnecessarily

Exposing body parts publicly and unnecessary.

m) Truancy

Roaming out of school without permission.

n) Undresses in front of others

Improperly or informally clothed in front of others.

- o) Running away from home

To leave home due to fear of punishment or some other reasons.

Common causes of Antisocial Behaviour:

The major causes of antisocial behaviour exhibited by the children are

- 1) Parental history of antisocial behaviour
- 2) Parental alcohol and drug abuse
- 3) Chaotic and unstable home life.
- 4) Absence of good parenting skills.
- 5) Use of coercive and corporal punishment.
- 6) Parental disruption due to divorce, death or other separation.
- 7) Parental psychiatric disorders, especially maternal depression.
- 8) Economic distress due to poverty and unemployment.
- 9) Heavy exposure to media violence through television, movies, internet sites, videogames and even cartoons.
- 10) Companions and peers are influential in the development of antisocial behaviours.
- 11) Antisocial behaviour is frequently accomplished by other behavioural and developmental problems such as hyperactivity, depression, learning disabilities and impulsivity.
- 12) Genetic factors are thought to contribute substantially to the development of antisocial behaviours.

- 13) It is also influenced by the child's temperament with deviant peers, exposure to violence and deficit of cooperative problem solving skills.
- 14) Multiple risk factors for development and persistence of antisocial behaviours include genetic, neurological and environmental stressors beginning at the parental stage and often continuing throughout the childhood years.
- 15) Antisocial behaviour develops and is shaped in the context or coercive social interactions within the family, community and educational environment.

Therapy of Antisocial Behaviour

- 1) Coordinated school system efforts can help divert most children from antisocial behaviour.
- 2) School – wide prevention activities may include teaching conflict resolution, emotional literacy and anger management skills on a school wide or universal basis. Such interventions have the potential not only to establish a positive school climate, but to divert students mildly at risk of antisocial behaviour,
- 3) Targeting at risk students for more individualized prevention activities.
- 4) Long term intensive services for students with persistent patterns of antisocial behaviour, delinquency, violence and destructive.
- 5) Students with persistent patterns of antisocial behaviour require more intensive interventions and can benefit from intensive individualized

services that involve families, community agency personnel, educators administrators and support staff.

- 6) The best that can be done for the children and youth will behavioural problems to keep them in engaged in school; educators can develop their skills, maintain a positive influence, and prevent involvement with disruptive group during school hours.

RELATED STUDIES

Singh (2011) conducted a study on social maturity among children of working and Non-working mothers.

Objectives:

- 1) To find out level of social maturity of children of working and non-working mothers.
- 2) To find out the difference of social maturity of children of working and non-working mothers.
- 3) To compare the difference of social maturity of boys and girls of working and non-working mothers.

Findings:

- 1) It was found out that maximum percentage of children is highly socially matured.

- 2) Working and non-working mother's children did not differ in term of their social maturity.
- 3) Sex did not affect the social maturity of children of both working and non-working mothers.

Kaur and Meenkashi (2010) conducted a study on "Social and emotional intelligence of school going adolescents of working status of mothers".

Objectives:

- 1) To study emotional intelligence of school going adolescents in relation to gender.
- 2) To study social intelligence of school going adolescents in relation to gender.
- 3) To study relationship between emotional intelligence and social intelligence of school going adolescents.

Findings:

- 1) The male and female school going adolescents did not differ significantly in their emotional intelligence.
- 2) School going adolescents of working and non-working mothers did not differ significantly in their social intelligence irrespective of gender.
- 3) There was a positive and significant relationship between social intelligence and emotional intelligence for the total groups as well as in

school going adolescents of working mothers. But this relationship was not significant in case of school going adolescents.

Mohanthy and Parida (2009) conducted a study on “Psychosocial problems of adolescent children of working and non-working mothers”.

Objectives:

- 1) To study the psychosocial problems of adolescent children at senior secondary stage.
- 2) To compare the psychosocial problem of adolescent children of working and non-working mothers.
- 3) To study the difference between psychosocial problems of adolescent boys and girls.

Findings:

- 1) Out of eleven areas of money problem checklist, SRA, PPR, SPR and ACW were found to be typical problem areas of the sample under study that is these are the areas of maximum concern for adolescent children at senior secondary stage.
- 2) There existed significant differences between the psychosocial problems of adolescent’s children of working and non-working mothers in the area of FLE, ACW and FVE.
- 3) Significant difference between psychosocial problem of the boys and girls were found in the areas FLE, CSM, ACW and FVC.

Vathana (2009) conducted a study on “Academic achievement of the children of working and non-working mothers”.

Objectives:

- 1) To find out the academic achievement of the children of working and non-working mothers.

Findings:

- 1) The children of the non-working mothers showed a better performance than the children of the working mothers in the rural area.
- 2) In the urban area the children of the working and non-working mothers did not differ significantly in their academic achievement. They have performed more or less equally.
- 3) There was no significant difference between female and male children of the working mothers as far as their academic achievements are concerned where as the female children of the non-working mother showed a better performance than the male children.

Dhall and sahani (2008) conducted a study on “Academic performance of elementary school children of working and non-working mothers”.

Objectives:

- 1) To study the academic performance differentials in different cognitive stimulation groups of elementary school children of working mothers.

- 2) To study the academic performance differentials in different cognitive stimulation groups of elementary school children of non-working mothers.
- 3) To study the academic performance differentials in different cognitive stimulation groups of elementary school children having similar intelligence of working mothers.
- 4) To study the academic performance differentials in different cognitive stimulation groups of elementary school children having similar intelligence of non-working mothers.

Findings:

- 1) The general finding emerged from the study was that academic performance of elementary school children of working and non-working mothers is facilitated by cognitive stimulation even after isolating the influence of intelligence.

Harasankar Adhikari (2012) conducted a study on “Anxiety and depression: Comparative study between working and non-working mothers”.

Objectives:

To find out the differences in degree of felt depression and anxiety of both working and non-working mothers.

Findings:

There were no significant differences in degree of depression and both anxiety of working mothers group. But no significant difference was noticed in case of anxiety and depression pattern of non-working mothers group.

Mahmood Ahmad Khan, Asma Hassan. (2012) conducted a study on “Emotional Intelligence Of Children Of Working And Non-Working Mothers”.

Objectives:

- 1) To identify children of working and non-working mothers.
- 2) To study emotional intelligence of children of working and nonworking mothers.

Findings:

No significant difference was found in value orientation and commitment between children of working and non-working mothers.

Bhanwara (2012), conducted a study on “Knowledge among teachers related to behavioural problem in school children”.

Objective:

- 1) To identify the existing knowledge among school teachers related to behavioural problem in school children.

- 2) To determine pre-test & post-test knowledge related to the behavioural problem in school children among teacher.
- 3) To find a relationship between the level of knowledge of school teachers with selected demographic variables.

Objectives:

- 1) There is a significant difference between the average values of pre and post, related to behavioural problem in school children.
- 2) There is a significant gain in the knowledge score of the samples in the post-test phase.
- 3) This indicates that the planned teaching is effective in increasing the knowledge of the school teachers regarding behavioural problem seen in the school children.

Chrissie Verduyn, Christine Barrowclough, Janine Roberts, Nicholas Tarrier and Richard Harrington (2003) Maternal depression and child behaviour problems.

Objectives:

To find out the effect of group cognitive behavioural therapy (CBT) on child behaviour problems and maternal depression in a group of women with young children.

Findings:

There was no statistically significant difference between groups. Both contact interventions seemed to provide some benefits to mothers with depression, with a possibly improved outcome resulting from CBT for children with behavioural problems.

Arunina (2000) conducted a study on “Aggression among children – A socio psychological appraisal.”

Objectives:

- 1) The measure aggression.
- 2) To find out the difference between aggressive and non-aggressive group on three measures of intelligence.
- 3) To find out social determinants of aggression.

Findings:

- 1) Aggressive children scored lower on intelligence scale.
- 2) Aggression was found to be more in boys than girls in family was low income and illiterate parents. In large size family, children of younger parents, parents have a role in making a child aggressive especially those preferring physical punishments a child rearing method.

Hima (2002) conducted a study on, “A study of the behavioural problems and behavioural skills of the institutionalized mentally retarded children”.

Objectives:

To assess the behavioural problems and behavioural skills exhibited by mentally retarded children.

Findings:

The investigations were that nearly 75% of the mentally retarded children do not exhibit violent and destructive behaviour. 50% of the mentally retarded children are capable of performing majority of the skills.

Bhagal (2005) conducted a “Comparative study of behavioural problems between adopted and non-adopted children in India”.

Objectives:

To compare the behavioural problems of adopted and non-adopted children.

Findings:

The study revealed that adopted children had more behaviour problems than non-adopted children.

Blazei, Ryan Walking Herdon, (2007) conducted a study on “Mechanisms and risk for child anti-social behaviour”.

Objectives:

To find out potential risk factors for child antisocially including parental antisocially maladaptive parenting and divorce/marital discord and employed a number of methods to tease apart environmental effects from gene environment correlation.

Findings:

The relationship between parenting and child antisocially were focused in adoptive as well as non-adoptive families indicating that environmental influences are at least partially at play and associations cannot be entirely accounted for by passive gene-environment correlation.

CRITICAL REVIEW

Review of related study helps to link the previous research with present research. A review of related literature in the area of A comparative study of the Behavioural Problems of children of Working and Non-Working Mothers presented. In this chapter has helped to give an adequate insight into the nature.

The researcher reviewed 12 studies; there is a limited study present in the particular study. The researcher critically reviewed the reports and studied the design and methods of these researchers, sampling techniques adopted and their recommendations for further research. The samples were mostly collected

from schools. In most of the studies the investigator had used survey method and adopted random sampling technique for data collection.

METHODOLOGY

- ❖ Method selected for the present study
- ❖ Tools used for the present study
- ❖ Description of tools
- ❖ Developmental of the behavioural problem
- ❖ Sample population
- ❖ Sample for the present investigation
- ❖ Distribution of the sample
- ❖ Administration of the tool.
- ❖ Scoring and tabulation
- ❖ Statistical Techniques Adopted

CHAPTER III

METHODOLOGY

The research process of which a person observes the phenomena again and again and collects the data. On the basis of data collected he draws some conclusions. It is oriented towards the discovery of relationship that exists among phenomena of the world. It is based on the fundamental assumption that invariant relationship exists between certain antecedents and certain consequents so that under a specific set of conditions a certain consequence can be expected to follow the introduction of a given antecedent. According to John W. Best (1977) research is the scientific, orderly and intensive process of fact finding, experimentation, analysis of data, arriving at valid conclusion.

The ultimate purpose of all educational research is the discovery of procedure, rules and principles relating of various aspects of educational research is to determine what we should do or attempt to do in educating children and adults. According to W.M. Traverse (1978), "Educational research is that activity which is directed towards the development of science of behaviour in educational situation".

The nature of the problem, the objectives and hypothesis of the problem influences on the selection of research method. Methodology is the essential part of systematic research. According to Rowntree (1981) "Methodology is

the investigative practice and technique together with the accompanying ways of formulating problems and criteria for judging interpretations of evidences that are particular to a particular discipline or craft or profession”. It enhances the efficiency and validity of the research and to reduce wastage of time and effort.

Research methods are classified into three types based on time

Historical method

Normative survey method

Experimental method

METHODS SELECTED FOR THE PRESENT STUDY

The investigator adopted normative survey method for the present study.

TOOLS AND TECHNIQUES USED FOR THE PRESENT STUDY

A great variety of research tools are widely used for collecting relevant data. Many of the tools of research have been designed to yield quantitative measures. This qualification of data is an essential part of research. The investigator depending on the nature of the study selects the relevant tools either readymade or new ones. The tools used for the present study are

1. General data sheet
2. Behavioural problem rating scale

DESCRIPTION OF TOOLS:

General data sheet

The general data sheet was prepared to collect data regarding variables selected for the study such as Gender, Locality, Order of birth, Occupation of the mother and other variables needed for the study.

BEHAVIOURAL PROBLEM RATING SCALE:

The behavioural problem rating scale developed and constructed by Nithya Nair and Sreelatha (2006). The behavioural problem rating scale used by the investigator consisted of five behavioural problems which she felt were manifested by students in the classroom and hence could be noticed by the discerning eye to the teacher.

To study the behavioural problems of students, ratings can be done by parents, teachers or the investigator herself. Here the investigator adopted rating by the teachers. It is because of the following reasons.

Parents think that their children are perfect, even though they exhibit some behavioural problems. Even if some problems are observed they are likely to

under estimate then. In the case of teachers, they are often facing such probes and tackling their behavioural problem is a major and real task for them. They are more concerned with such behavior problem because such problem became an obstacle to effective classroom teaching learning. Moreover the teachers are likely to be less biased in their assessment of problem behavior. Woody (1969) emphasized that “classroom teacher’s role in the direction of behavioural problem child is crucial”.

The behavioural problems primary school childrens are the following items.

- 1) Problems related to classroom Performance
 - a) Laziness
 - b) Whispering during class hours
 - c) Reading other materials while teaching
 - d) Chewing chocolates during class hours
 - e) Inattentiveness
 - f) Sleeping during class hours
 - g) Late coming
 - h) Irregular
 - i) Mischievous in class
 - j) Talking out of turn
 - k) Out of seat
 - l) Infringement of class rules
 - m) Making sounds with objects, mouths or body parts

- n) Refusing to complete assigned work
- o) Scribbling

1) Aggression

- a) Fighting
- b) Hitting
- c) Kicking
- d) Punching
- e) Throwing objects purposefully
- f) Grabbing materials
- g) Teasing
- h) Nick naming
- i) Verbal threatening
- j) Gossiping
- k) Ridiculing
- l) Shouting on others
- m) Nagging
- n) Taunting
- o) Making faces

2) Nervous Habits

- a) Nail biting
- b) Thumb sucking
- c) Biting or Chewing clothes

- d) Hair twisting
- e) Stammering
- f) Nose picking
- g) Shyness
- h) Day Dreaming
- i) Over anxiety
- j) Absent mindedness
- k) Moodiness
- l) Skin picking
- m) Eye blinking
- n) Difficulty in making friends
- o) Self centeredness

3) Hyperactive Behaviour

- a) Difficulty in remaining seated
- b) Difficulty in playing quietly
- c) Doing several things at a time
- d) Difficulty in waiting for a turn or in line
- e) Difficulty in obeying to rules and regulations
- f) Inability to concentrate or finish tasks given to them
- g) Doing things without thinking
- h) Interrupting others when they are talking
- i) Answering impulsively
- j) Becoming easily distracted by slight interference

- k) Excessive running
 - l) Talking too much
 - m) Loitering around the room
 - n) Difficulty in continuing the work till its completion
 - o) Showing irritability
- 4) Anti social Behaviour
- a) Stealing
 - b) Lying
 - c) Disrupting the class
 - d) Using vulgar language
 - e) Cheating
 - f) Hiding facts
 - g) Initiating fights
 - h) Making obscene gestures
 - i) Touching others or own private body parts
 - j) Absenteeism in school
 - k) Gambling
 - l) Exposing body parts unnecessarily
 - m) Truancy
 - n) Undresses in front of others
 - o) Running away from home
 - p) Tobacco usage

THE SAMPLE POPULATION:

The sample is a small proportion of a population selected for observation and analysis. Sampling involves the selection of a small proportion from a particular group to be studied with a view to obtain relevant data, which help in drawing conclusions regarding the entire group. The totality of objects or individuals from which the sample was selected is called a population.

SAMPLE FOR THE PRESENT INVESTIGATION:

The sample for the present study consisted of 400 primary school children selected from 15 schools of Kanyakumari District. The investigator adopted simple random sampling method. The sample was selected in such a way that it should be a representation of pupils in terms of sex, class, locality, type of management, order of birth and mothers employment. Schools selected for the present study is given in Appendices C

DISTRIBUTION OF THE SAMPLE:

The percentage of distribution of sample according to the background variables such as Gender, Locality, Type of Management, Order of Birth, Class, Community, Religion are given below

*Table 3.1***Behavioural Problems Based on Gender.**

Background characteristics		Count	Percent
Gender : Working mothers	Male	80	20.00
	Female	82	20.50
Gender : Non Working mothers	Male	121	30.25
	Female	117	29.25

The sample consists of the background characteristics of working mothers have 80 male and 82 female children's and the non-working mothers have 121 male and 117 female children's as shown in the table. The percentage also given in the table 3.1

*Table 3.2***Behavioural Problems Based on Locality**

Background characteristics		Count	Percent
Locality : Working mothers	Rural	57	14.25
	Urban	105	26.25
Locality : Non Working mothers	Rural	127	31.75
	Urban	111	27.75

The sample consists of the background characteristics of working mothers have 57 rural and 105 urban children's and the non-working mothers have 127 rural and 111 urban children's as shown in the table. The percentage also given in the table 3.2

*Table 3.3***Behavioural Problems Based on Class**

Background characteristics		Count	Percent
Class : Working mothers	Upper primary	76	19.00
	Lower primary	86	21.50
Class : Non Working mothers	Upper primary	152	38.00
	Lower primary	86	21.50

The sample consists of the background characteristics of working mothers have 76 upper primary and 86 lower primary class children's and the non-working mothers have 152 upper primary and 86 lower primary class children's as shown in the table. The percentage also given in the table 3.3

*Table 3.4***Behavioural Problems Based on Type of Management**

Background characteristics		Count	Percent
Type of management : Working mothers	Govt	68	17.00
	Private	94	23.50
Type of management : Non Working mothers	Govt	111	27.75
	Private	127	31.75

The sample consists of the background characteristics of working mothers have 68 government and 94 private type of management children's and the non-working mothers have 111 government and 127 private type of management children's as shown in the table. The percentage also given in the table 3.4

*Table 3.5***Behavioural Problems Based on Order of Birth**

Background characteristics		Count	Percent
Order of Birth : Working mothers	First	75	18.75
	Second	54	13.50
	Third	33	8.25
Order of Birth : Non Working mothers	First	106	26.50
	Second	98	24.50
	Third	34	8.50

The sample consists of the background characteristics of working mothers have 75 first order birth, 54 second order birth and 33 third order birth children's and the non-working mothers have 106 first order birth, 98 second order birth and 34 third order birth children's as shown in the table. The percentage also given in the table 3.5

*Table 3.6***Behavioural Problems Based on Religion**

Background characteristics		Count	Percent
Religion : Working mothers	Hindu	76	19.00
	Christian	55	13.75
	Muslim	31	7.75
Religion : Non Working mothers	Hindu	62	15.50
	Christian	142	35.50
	Muslim	34	8.50

The sample consists of the background characteristics of working mothers have 76 Hindu, 55 Christian and 31 Muslim religion children's and the non-working mothers have 62 Hindu, 142 Christian and 34 Muslim religion children's as shown in the table. The percentage also given in the table 3.6

*Table 3.7***Behavioural Problems Based on Community**

Background characteristics		Count	Percent
Community : Working mothers	BC	85	21.25
	MBC	31	7.75
	OC	8	2.00
	SC/ST	38	9.50
Community : Non Working mothers	BC	160	40.00
	MBC	34	8.50
	OC	12	3.00
	SC/ST	32	8.00

The sample consists of the background characteristics of working mothers have 85 BC, 31 MBC, 8 OC and 38 SC/ST community children's and the non-working mothers have 160 BC, 34 MBC, 12 OC and 32 SC/ST community children's as shown in the table. The percentage also given in the table 3.7

ADMINISTRATION OF THE TOOL:

In order to facilitate the study necessary arrangements were made in advance. For administration, the investigator visited 15 primary schools, which are situated in three different educational zones (Kuzhithurai, Thucklay, Nagercoil) of Kanyakumari District. The permission for administering the tool to the teachers was obtained from the headmasters of all schools. Before administering the tool, the investigator met every teacher and explained the purpose of her study. The respondents (class teachers) were given a copy of the rating scale and gave necessary guidelines to the raters for obtaining uniformity in rating. They were also instructed to rate the behaviour of the child under study both inside and outside the classroom. The rating scales were collected from the raters after marking the responses. Depending upon the facts supplied by them, analysis has been made.

SCORING AND TABULATION:

The data collected from the raters were scored systematically using scoring key. A score of 1, 2 and 3 was given to the category never, often, frequently for a behavioural problem. The scores for rating scale are the total scores obtained for all the items. After the completion of scoring, the data was organized and tabulated for analysis and interpretation.

STATISTICAL TECHNIQUES ADOPTED:

For the analysis of data collected, statistical techniques such as percentage wise analysis, arithmetic mean, standard deviation and t-test are used.

t - test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

\bar{X}_1 - arithmetic mean of the first group

\bar{X}_2 - arithmetic mean of the second group

σ_1^2 - standard deviation of the first group

σ_2^2 - standard deviation of the second group

N_1 - total number in the first group

N_2 - total number in the second group

Chapter IV

ANALYSIS AND INTERPRETATION

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation is the most important step of research process. In a research project, both qualitative and quantitative analysis of data is needed. It is very much essential for an effective scientific study. Analysis and interpretation is the part where new facts and new theories can be unfolded and if in the part from where final conclusion and suggestions can be drawn. This helps the researcher to understand how far the objectives that have been fixed by the researcher are realized. The term ‘analysis’ refers to the computations of certain measures along with the searching of patterns of relationship that exist among the data group. The usefulness of research findings lies in proper interpretation.

Wilkinson and Bahndarkar (1977) said: “Analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the data obtained and organizing them in such a manner that they will yield answers to the research questions or to suggest hypothesis or questions of no such questions or hypothesis had initiated the study”.

For the purpose of present study, the investigator used behavioural problem rating scale; the data was collected from 400 primary school children. The responses obtained have been scored and tabulated. The data were analysed using statistical techniques such as percentage, arithmetic mean and t-test.

DIFFERENT LEVELS OF BEHAVIOURAL PROBLEMS

Table 4.1

Different levels of Behavioural problems of Children of Working Mothers

Working mothers	Count	Percent
Low	33	20.37
Medium	102	62.96
High	27	16.67
Total	162	100

From the above table it is clear that 20.37% of children of working mothers have low behavioural problems and about 16.67% of children of working mothers have high behavioural problems. But majority about 62.96% of the children of working mothers have medium behavioural problems.

Table 4.2

Different levels of Behavioural problems of Children of Non Working Mothers

Non Working mothers	Count	Percent
Low	48	20.16
Medium	151	63.45
High	39	16.39
Total	238	100

From the above table it is clear that 20.16% of children of non-working mothers have low behavioural problems and about 16.39% of children of non-working mothers have high behavioural problems. But majority about 63.45% of the children of non-working mothers have medium behavioural problems.

BEHAVIOURAL PROBLEMS OF WORKING AND NON WORKING MOTHERS OF PRIMARY SCHOOL CHILDREN

The statistical values such as arithmetic mean, standard deviation, and t-test of the scores of behavioural problems of working and non-working mothers 400 primary school children are shown in the following Table (4.3)

Comparison of working and non-working mothers were analysed with the help of t-test and the result are given in the table 4.3

Table 4.3

Comparison of Mean Scores of Behavioural problems of children for Total sample

Behavioural problems of children	Mean	SD	N	t	p	Level
Working mothers	34.14	21.32	162	4.30	0.000	0.01
Non Working mothers	24.95	20.38	238			

From the above table it is clear that the working and non-working mother's total sample of mean value is 34.14 and 24.95 and corresponding to

the standard deviation is 21.32 and 20.38. The calculated (t-value 4.30, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of children of working and non-working mothers” is rejected. Therefore the children of working mothers were found to have high behavioural problems than those of children of non-working mothers.

COMPARISION OF WORKING AND NON-WORKING MOTHER

Table 4.4

Comparison of working and non-working mothers were analysed with the help of t-test and the result are given in the table 4.4

Comparison of mean scores of behavioural problems of working and non-working mothers based on male gender

Male	Mean	SD	N	t	p	Sig.level
Working mothers	36.49	20.70	80	2.64	0.009	0.01
Non Working mothers	28.76	19.74	121			

From the above table it is clear that the calculated mean values are 36.49 and 28.76 and the corresponding standard deviation values 20.70 and 19.74 respectively. The calculated (t-value 2.64, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of male children of working and non-working mothers” is rejected. Therefore the male children of working mothers were found to have high behavioural problems than those of male children of non-working mothers.

Comparison of working and non-working mothers were analysed with the help of t-test and the result are given in the table 4.5

Table 4.5

Comparison of mean scores of behavioural problems of working and non-working mothers based on female gender

Female	Mean	SD	N	t	p	Sig.level
Working mothers	31.85	21.8	82	3.54	0.00	0.01
Non Working mothers	21.02	20.37	117			

From the above table it is clear that the calculated mean values are 31.85 and 21.03 and the corresponding standard deviation values 21.8 and 20.31 respectively. The calculated (t-value 3.54, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of female children of working and non-working mothers” is rejected. Therefore the female children of working mothers were found to have high behavioural problems than those of female children of non-working mothers.

Comparison of working and non-working mothers were analyses with the help of t-test and the result are given in the table 4.6

Table 4.6

Comparison of mean scores of behavioural problems of working and non-working mothers based on Rural Locality

Rural	Mean	SD	N	t	p	Sig.level
Working mothers	36.72	21.09	57	2.98	0.003	0.01
Non Working mothers	26.52	22.31	127			

From the above table it is clear that the calculated mean values are 36.72 and 26.52 and the corresponding standard deviation values 21.09 and 22.31 respectively. The calculated (t-value 2, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of rural school children of working and non-working mothers” is rejected. Therefore the rural locality children of working mothers were found to have high behavioural problems than those of rural locality children of non-working mothers.

Comparison of working and non-working mothers were analysed with the help of t-test and the result are given in the table 4.7

Table 4.7

Comparison of mean scores of behavioural problems of working and non-working mothers based on Urban Locality

Urban	Mean	SD	N	t	p	Sig.level
Working mothers	32.74	21.42	105	3.56	0.000	0.01
Non Working mothers	23.16	17.86	111			

From the above table it is clear that the calculated mean values are 32.74 and 23.16 and the corresponding standard deviation values 21.42 and 17.86 respectively. The calculated (t-value 2.02, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of urban school children of working and non-working mothers” is rejected. Therefore the urban locality children of working mothers were found to have high behavioural problems than those of urban locality children of non-working mothers.

Comparison of working and non-working mothers were analyses with the help of t-test and the result are given in the table 4.8

Table 4.8

Comparison of mean scores of behavioural problems of working and non-working mothers based on Upper primary Class

Upper primary	Mean	SD	N	t	p	Sig.level
Working mothers	35.22	21.87	76	3.12	0.002	0.01
Non Working mothers	25.76	21.01	152			

From the above table it is clear that the calculated mean values are 35.22 and 25.76 and the corresponding standard deviation values 21.87 and 21.01 respectively. The calculated (t-value 3.12, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of upper primary school children of working and non-working mothers” is rejected. Therefore the upper primary class children of working mothers were found to have high behavioural problems than those of upper primary class children of non-working mothers.

Comparison of working and non-working mothers were analyses with the help of t-test and the result are given in the table 4.9

Table 4.9

Comparison of mean scores of behavioural problems of working and non-working mothers based on Lower primary class

Lower primary	Mean	SD	N	t	p	Sig.level
Working mothers	33.19	20.91	86	3.15	0.002	0.01
Non Working mothers	23.53	19.26	86			

From the above table it is clear that the calculated mean values are 33.19 and 23.53 and the corresponding standard deviation values 20.91 and 19.26 respectively. The calculated (t-value 3.15, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of lower primary school children of working and non-working mothers” is rejected. Therefore the lower primary children of working mothers were found to have high behavioural problems than those of lower primary children of non-working mothers.

Comparison of working and non-working mothers were analysed with the help of t-test and the result are given in the table 4.10

Table 4.10

Comparison of mean scores of behavioural problems of working and non-working mothers based on Government type of management

Govt	Mean	SD	N	t	p	Sig.level
Working mothers	32.6	21.73	68	1.74	0.082	NS
Non Working mothers	26.85	20.88	111			

From the above table it is clear that the calculated mean values are 32.6 and 26.85 and the corresponding standard deviation values 21.73 and 20.88 respectively. The calculated (t-value 1.74, $p > 0.01$) which is not significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of government school children of working and non-working mothers” is accepted.

Comparison of working and non-working mothers were analyses with the help of t-test and the result are given in the table 4.11

Table 4.11

Comparison of mean scores of behavioural problems of working and non-working mothers based on Private Type of Management

Private	Mean	SD	N	t	p	Sig.level
Working mothers	35.26	21.07	94	4.27	0.000	0.01
Non Working mothers	23.3	19.87	127			

From the above table it is clear that the calculated mean values are 35.26 and 23.3 and the corresponding standard deviation values 21.07 and 19.87 respectively. The calculated (t-value 4.27, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of private school children of working and non-working mothers” is rejected. Therefore the private types of management children of working mothers were found to have high behavioural problems than those of private type of management children of non-working mothers.

Comparison of working and non-working mothers were analyses with the help of t-test and the result are given in the table 4.12

Table 4.12

Comparison of mean scores of behavioural problems of working and non-working mothers based on First order birth

First	Mean	SD	N	t	p	Sig.level
Working mothers	35.16	20.64	75	2.65	0.008	0.01
Non Working mothers	26.79	21.39	106			

From the above table it is clear that the calculated mean values are 35.16 and 26.79 and the corresponding standard deviation values 20.64 and 21.39 respectively. The calculated (t-value 2.65, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of first children of working and non-working mothers” is rejected. Therefore the first order of birth children of working mothers were found to have high behavioural problems than those of first order of birth children of non-working mothers.

Comparison of working and non-working mothers were analysed with the help of t-test and the results are given in table 4.13

Table 4.13

Comparison of mean scores of behavioural problems of working and non-working mothers based on second order Birth

Second	Mean	SD	N	t	p	Sig.level
Working mothers	35.41	21.87	54	3.40	0.001	0.01
Non Working mothers	23.46	18.45	98			

From the above table it is clear that the calculated mean values are 35.41 and 23.46 and the corresponding standard deviation values 21.87 and 18.45 respectively. The calculated (t-value 3.40, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of second children of working and non-working mothers” is rejected. Therefore the second orders of birth children of working mothers were found to have high behavioural problems than those of second order of birth children of non-working mothers.

Comparison of working and non-working mothers were analysed with the help of t-test and the result are given in the table 4.14

Table 4.14

Comparison of mean scores of behavioural problems of working and non-working mothers based on third order Birth

Third	Mean	SD	N	t	p	Sig.level
Working mothers	29.76	22.04	33	1.14	0.253	NS
Non Working mothers	23.53	22.52	34			

From the above table it is clear that the calculated mean values are 29.76 and 23.53 and the corresponding standard deviation values 22.04 and 22.52 respectively. The calculated (t-value 1.14, $p > 0.01$) which is not significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of third children of working and non-working mothers” is accepted.

Comparison of working and non-working mothers were analysed with the help of t-test and the result are given in the table 4.15

Table 4.15

Comparison of mean scores of behavioural problems of working and non-working mothers based on Hindu Religion

Hindu	Mean	SD	N	t	p	Sig.level
Working mothers	33.67	18.77	76	1.93	0.054	NS
Non Working mothers	27.15	20.41	62			

From the above table it is clear that the calculated mean values are 33.67 and 27.15 and the corresponding standard deviation values 18.77 and 20.41 respectively. The calculated (t-value 1.93, $p > 0.01$) which is not significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of Hindu children of working and non-working mothers” is accepted.

Comparison of working and non-working mothers were analyses with the help of t-test and the result are given in the table 4.16

Table 4.16

Comparison of mean scores of behavioural problems of working and non-working mothers based on Christian religion

Christian	Mean	SD	N	t	p	Sig.level
Working mothers	34.56	25.62	55	3.11	0.002	0.01
Non Working mothers	22.72	19.19	142			

From the above table it is clear that the calculated mean values are 34.56 and 22.72 and the corresponding standard deviation values 25.62 and 19.19 respectively. The calculated (t-value 3.11, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of Christian children of working and non-working mothers” is rejected. Therefore the Christian religion children of working mothers were found to have high behavioural problems than those of Christian religion children of non-working mothers.

Table 4.17

Comparison of working and non-working mothers were analyses with the help of t-test and the result are given in the table 4.17

Comparison of mean scores of behavioural problems of working and non-working mothers based on Muslim religion

Muslim	Mean	SD	N	t	p	Sig.level
Working mothers	34.55	19.41	31	0.79	0.431	NS
Non Working mothers	30.29	24.08	34			

From the above table it is clear that the calculated mean values are 34.55 and 30.29 and the corresponding standard deviation values 19.41 and 24.08 respectively. The calculated (t-value 0.79, $p > 0.01$) which is not significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of Muslim children of working and non-working mothers” is accepted.

Comparison of working and non-working mothers were analyses with the help of t-test and the result are given in the table 4.18

Table 4.18

Comparison of mean scores of behavioural problems of working and non-working mothers based on BC Community

BC	Mean	SD	N	t	p	Sig.level
Working mothers	31.92	20.79	85	2.59	0.01	0.05
Non Working mothers	24.77	20.13	160			

From the above table it is clear that the calculated mean values are 31.92 and 24.77 and the corresponding standard deviation values 20.79 and 20.13 respectively. The calculated (t-value 2.59, $p < 0.05$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of BC children of working and non-working mothers” is rejected. Therefore the BC community children of working mothers were found to have high behavioural problems than those of BC community children of non-working mothers.

Comparison of working and non-working mothers were analysed with the help of t-test and the results are given in table 4.19

Table 4.19

Comparison of mean scores of behavioural problems of working and non-working mothers based on MBC Community

MBC	Mean	SD	N	t	p	Sig.level
Working mothers	32.06	20.23	31	1.74	0.082	NS
Non Working mothers	23.44	19.59	34			

From the above table it is clear that the calculated mean values are 32.06 and 23.44 and the corresponding standard deviation values 20.23 and 19.59 respectively. The calculated (t-value 1.74, $p > 0.01$) which is not significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of MBC children of working and non-working mothers” is accepted.

Comparison of working and non-working mothers were analyses with the help of t-test and the result are given in the table 4.20

Table 4.20

Comparison of mean scores of behavioural problems of working and non-working mothers based on OC Community

OC	Mean	SD	N	t	p	Sig.level
Working mothers	39.88	28.34	8	0.92	0.357	NS
Non Working mothers	28.5	24.91	12			

From the above table it is clear that the calculated mean values are 39.88 and 28.5 and the corresponding standard deviation values 28.34 and 24.91 respectively. The calculated (t-value 0.92, $p > 0.01$) which is not significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of OC children of working and non-working mothers” is accepted.

Comparison of working and non-working mothers were analyses with the help of t-test and the result are given in the table 4.21

Table 4.21

Comparison of mean scores of behavioural problems of working and non-working mothers based on SC/ST Community

SC/ST	Mean	SD	N	t	p	Sig.level
Working mothers	39.61	21.45	38	2.61	0.009	0.01
Non Working mothers	26.16	21.44	32			

From the above table it is clear that the calculated mean values are 39.61 and 26.16 and the corresponding standard deviation values 21.45 and 21.44

respectively. The calculated (t-value 2.6, $p < 0.01$) which is significant at 0.01 level, therefore the null hypothesis that, “there is no significant difference in the mean scores of behavioural problems of SC/ST children of working and non-working mothers” is rejected. Therefore the SC/ST children of working mothers were found to have high behavioural problems than those of SC/ST children of non-working mothers.

TENABILITY OF HYPOTHESIS

The first hypothesis “there is significant difference between total sample mean scores of behavioural problems of working and non-working mothers” is rejected.

The second hypothesis “there is significant difference between mean scores of male behavioural problems of working and non-working mothers” is rejected.

The third hypothesis “there is significant difference between mean scores of female children’s behavioural problems of working and non-working mothers” is rejected.

The fourth hypothesis “there is significant difference between mean scores of rural school children’s behavioural problems of working and non-working mothers” is rejected.

The fifth hypothesis “there is significant difference between mean scores of urban school children’s behavioural problems of working and non-working mothers” is rejected.

The sixth hypothesis “there is significant difference between mean scores of upper primary school children’s behavioural problems of working and non-working mothers” is rejected.

The seventh hypothesis “there is significant difference between mean scores of lower primary school children’s behavioural problems of working and non-working mothers” is rejected.

The eighth hypothesis “there is no significant difference between mean scores of government school children’s behavioural problems of working and non-working mothers” is accepted.

The ninth hypothesis “there is significant difference between the mean scores of private school children’s behavioural problems of working and non-working mothers” is rejected.

The tenth hypothesis “there is significant difference between mean scores of first order birth children’s behavioural problem of working and non-working mothers” is rejected.

The eleventh hypothesis “there is significant difference between mean scores of second order birth children’s behavioural problem of working and non-working mothers” is rejected.

The twelfth hypothesis “there is no significant difference between mean scores of third order birth of children’s behavioural problem of working and non-working mothers” is accepted.

The thirteenth hypothesis “there is significant difference between mean scores of Christian religion children’s behavioural problems of working and non-working mothers” is rejected.

The fourteenth hypothesis “there is no significant difference between mean scores of Hindu religion children’s of behavioural problems of working and non-working mothers” is accepted.

The fifteenth hypothesis “there is no significant difference between mean scores of Muslim religion children’s behavioural problem of working and non-working mothers” is accepted.

The sixteenth hypothesis “there is significant difference between mean scores of BC community children’s of behavioural problem of working and non-working mothers” is rejected.

The seventeenth hypothesis “there is no significant difference between the mean scores of MBC community children’s behavioural problem of working and non-working mothers” is accepted.

The eighteenth hypothesis “there is no significant difference between mean scores of OC community children’s behavioural problems of working and non-working mothers” is accepted.

The ninetieth hypothesis “there is significant difference between mean scores of SC/ST community children’s of behavioural problems of working and non-working mothers” is rejected.

FINDINGS AND CONCLUSIONS

- ❖ Objectives of the study
- ❖ Hypothesis framed
- ❖ Tools used
- ❖ Sample for the present study
- ❖ Procedure Adopted
- ❖ Major Findings and Conclusions
- ❖ Educational Implications

Chapter v

CONCLUSIONS AND SUGGESTIONS

In this chapter an attempt is made by the investigator to summarize all the findings and conclusion drawn from the present investigation. The educational implications of the study and suggestions of further research are also given.

OBJECTIVES OF THE STUDY

- 1) To study the level of behavioural problems of children of working mothers and non-working mothers.
- 2) To compare the mean scores of behavioural problems of children of working and non-working mothers with respect to background variables such as Gender, class, Locality, Type of Management, Order of Birth, Religion, Community, Occupation of mother.

HYPOTHESES FRAMED:

- ❖ There is no significant difference in the mean scores of behavioural problems of children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of male children of working and non-working mothers.

- ❖ There is no significant difference in the mean scores of behavioural problems of female children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of rural school children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of urban school children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of government school children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of private school children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of first children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of second children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of lower primary school children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of upper primary school children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of third children of working and non-working mothers.

- ❖ There is no significant difference in the mean scores of behavioural problems of Hindu children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of Christian children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of Muslim children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of BC children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of MBC children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of OC children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of SC children of working and non-working mothers.
- ❖ There is no significant difference in the mean scores of behavioural problems of ST children of working and non-working mothers.

TOOLS USED

The tools used for the collection of data were

General data sheet

Behavioural problem rating scale.

PROCEDURE ADOPTED:

The investigator adopted normative survey method for the study. A rating scale was used to note the behavioural problems exhibited by the primary school children.

MAJOR FINDINGS

The findings emerged from the analysis of the data collected are summarized below

There was significant difference between total mean scores of behavioural problems of children of working and non-working mothers. Children of working mothers had high behavioural problem than children of non-working mothers. This result supported by the following result

$$t\text{-value} = 4.30$$

There was significant difference between mean scores of male behavioural problems of working and non-working mothers. Male children of working mothers had high behavioural problem than male children of non-working mothers. This result supported by the following result

$$t\text{-value} = 2.64$$

There was significant difference between mean scores of female children's behavioural problems of working and non-working mothers. Female children of working mothers had high behavioural problem than female children of non-working mothers. This result supported by the following result

$$t\text{-value} = 3.54$$

There was significant difference between mean scores of rural school children's behavioural problems of working and non-working mothers. Rural locality children of working mothers had high behavioural problem than rural locality children of non-working mothers. This result supported by the following result

$$t\text{-value} = 2.98$$

There was significant difference between mean scores of urban school children's behavioural problems of working and non-working mothers. Urban locality children of working mothers had high behavioural problem than urban locality children of non-working mothers. This result supported by the following result

$$t\text{-value} = 2.02$$

There was significant difference between mean scores of upper primary school children's behavioural problems of working and non-working mothers.

Upper primary class children of working mothers had high behavioural problem than upper primary class children of non-working mothers. This result supported by the following result

$$t\text{-value} = 3.12$$

There was significant difference between mean scores of lower primary school children's behavioural problems of working and non-working mothers. Lower primary class children of working mothers had high behavioural problem than lower primary children of non-working mothers. This result supported by the following result

$$t\text{-value} = 3.15$$

There was no significant difference between mean scores of government school children's behavioural problems of working and non-working mothers. This result supported by the following result

$$t\text{-value} = 1.74$$

There was significant difference between the mean scores of private school children's behavioural problems of working and non-working mothers. Private school children of working mothers had high behavioural problem than private school children of non-working mothers. This result supported by the following result

t-value = 4.27

There was significant difference between mean scores of first order birth children's behavioural problem of working and non-working mothers. First order of birth children of working mothers had high behavioural problem than first order of birth children of non-working mothers. This result supported by the following result

t-value = 2.65

There was significant difference between mean scores of second order birth children's behavioural problem of working and non-working mothers. Second order of birth children of working mothers had high behavioural problem than second order of birth children of non-working mothers. This result supported by the following result

t-value = 3.40

There was no significant difference between mean scores of third order birth of children's behavioural problem of working and non-working mothers. This result supported by the following result

t-value = 1.14

There was no significant difference between mean scores of Hindu religion children's behavioural problems of working and non-working mothers.

t-value = 1.93

There was significant difference between mean scores of Christian religion children's of behavioural problems of working and non-working mothers. Christian children of working mothers had high behavioural problem than Christian children of non-working mothers. This result supported by the following result

t-value = 3.11

There was no significant difference between mean scores of Muslim religion children's behavioural problem of working and non-working mothers. This result supported by the following result

t-value = 0.79

There was significant difference between mean scores of BC community children's of behavioural problem of working and non-working mothers. BC community children of working mothers had high behavioural problem than BC community children of non-working mothers. This result supported by the following result

t-value = 0.79

There was no significant difference between the mean scores of MBC community children's behavioural problem of working and non-working mothers.

$$t\text{-value} = 1.74$$

There was no significant difference between mean scores of OC community children's behavioural problems of working and non-working mothers. This result supported by the following result

$$t\text{-value} = 0.92$$

There was significant difference between mean scores of SC/ST community children's of behavioural problems of working and non-working mothers. SC/ST children of working mothers had high behavioural problems than SC/ST children of non-working mothers. This result supported by the following result

$$t\text{-value} = 0.92$$

CONCLUSIONS

On the basis of the findings we can conclude that children of working mothers had more behavioural problems than non working mothers. The background variables such as male, female, rural, urban, private, lower primary, upper primary, first order birth, second order of birth, Christian, BC,

SC/ST influence the behavioural problems of primary school children. Therefore children of working mothers were found to have high behavioural problems than those of children of non working mothers.

On the basis of the findings we can conclude that there was no significant difference between the behavioural problems of children of working and non working mothers based on government type of management, third order of birth, Hindu religion, Muslim religion, MBC community and OC community.

Most of the primary school children possess medium level of behavioral problems.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

The study helps to identify the childrens of working mothers had high behavioural problems found among primary school children. It also reveals the influence of sex, class, locality, order of birth, type of management, Religion, community, and mother's employment on exhibiting of these problems. The following are the education implication of the study.

The findings of the study can be used to create awareness among working and non-working parents about the behavioural problems found in primary school children.

The findings of the study helps to create awareness among teachers about the influence of variables such as sex, class, locality, religion, community, order of birth, type of management and mothers employment in exhibiting behavioural problems of primary school children.

The teachers and the school authorities should take proper measures to overcome the behavioural problems.

SUGGESTIONS FOR FURTHER RESEARCH:

A study can be conducted for the specific behavioural problems exhibited by the children of working mothers

A study can be conducted to identify the personality and behavioural problems of children

A study can be conducted the home environment and behavioural problems.

A study can be conducted on parental involvement and behavioural problems.

A study can be conducted on bullying behaviour of primary school children.

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APPENDICES

APPENDICES - A

N.V.K.S.D COLLEGE OF EDUCATION ATTOOR

2012-2013

GENERAL DATA SHEET

Child' Name:		Name of the evaluator:
Sex	–	Male/Female
Class	–	Lower Primary / Upper Primary
Community	–	BC/MBC/OC/SC/ST
Religion	–	Hindu/Christian/Muslim
Order of Birth	–	1 st /2 nd /3 rd
Locality	–	Rural/Urban
Type of management	–	Government/Private
Occupation of Mother	–	Employed/Unemployed

APPENDICES - B

Behavioural Problem Rating Scale

Prepared By

(M. Nithya Nair & Mrs. S. Sree Latha)

Some of the Behaviour problems exhibited by Primary school children's are given below. Encircle the statement which best describes the behaviour being evaluated. The facts collected through this will be used only for preparing my dissertation and it will be kept confidential.

Key: N - Never

O - Often

F - Frequently

1. Problems related to classroom Performance

- | | | |
|------|--|-------|
| i. | Laziness | N/O/F |
| ii. | Whispering during class hours | N/O/F |
| iii. | Reading other materials while teaching | N/O/F |
| iv. | Chewing chocolates during class hours | N/O/F |
| v. | Inattentiveness | N/O/F |
| vi. | Sleeping during class hours | N/O/F |

vii.	Late coming	N/O/F
viii.	Irregular	N/O/F
ix.	Mischievous in class	N/O/F
x.	Talking out of turn	N/O/F
xi.	Out of seat	N/O/F
xii.	Infringement of class rules	N/O/F
xiii.	Making sounds with objects, mouths or body parts	N/O/F
xiv.	Refusing to complete assigned work	N/O/F
xv.	Scribbling	N/O/F

2. Aggression

i.	Fighting	N/O/F
ii.	Hitting	N/O/F
iii.	Kicking	N/O/F
iv.	Punching	N/O/F
v.	Throwing objects purposefully	N/O/F
vi.	Grabbing materials	N/O/F
vii.	Teasing	N/O/F
viii.	Nick naming	N/O/F
ix.	Verbal threatening	N/O/F
x.	Gossiping	N/O/F
xi.	Ridiculing	N/O/F
xii.	Shouting on others	N/O/F
xiii.	Nagging	N/O/F

- xiv. Taunting N/O/F
- xv. Making faces
N/O/F

3. Nervous Habits

- i. Nail biting N/O/F
- ii. Thumb sucking N/O/F
- iii. Biting or Chewing clothes N/O/F
- iv. Hair twisting N/O/F
- v. Stammering N/O/F
- vi. Nose picking N/O/F
- vii. Shyness N/O/F
- viii. Day Dreaming N/O/F
- ix. Over anxiety N/O/F
- x. Absent mindedness N/O/F
- xi. Moodiness N/O/F
- xii. Skin picking N/O/F
- xiii. Eye blinking N/O/F
- xiv. Difficulty in making friends N/O/F
- xv. Self centeredness N/O/F

4. Hyperactive Behaviour

- i. Difficulty in remaining seated N/O/F
- ii. Difficulty in playing quietly N/O/F

- | | | |
|-------|--|-------|
| iii. | During several things at a time | N/O/F |
| iv. | Difficulty in waiting for a turn or in line | N/O/F |
| v. | Difficulty in obeying to rules and regulations | N/O/F |
| vi. | Inability to concentrate or finish tasks given to them | N/O/F |
| vii. | Doing things without thinking | N/O/F |
| viii. | Interrupting others when they are talking | N/O/F |
| ix. | Answering impulsively | N/O/F |
| x. | Becoming easily distracted by slight interference | N/O/F |
| xi. | Excessive running | N/O/F |
| xii. | Talking too much | N/O/F |
| xiii. | Loitering around the room | N/O/F |
| xiv. | Difficulty in continuing the work till its completion | N/O/F |
| xv. | Showing irritability | N/O/F |

5. Anti social Behaviour

- | | | |
|-------|---|-------|
| i. | Stealing | N/O/F |
| ii. | Lying | N/O/F |
| iii. | Disrupting the class | N/O/F |
| iv. | Using vulgar language | N/O/F |
| v. | Cheating | N/O/F |
| vi. | Hiding facts | N/O/F |
| vii. | Initiating fights | N/O/F |
| viii. | Making obscene gestures | N/O/F |
| ix. | Touching others or own private body parts | N/O/F |

x.	Absenteeism in school	N/O/F
xi.	Gambling	N/O/F
xii.	Exposing body parts unnecessarily	N/O/F
xiii.	Truancy	N/O/F
xiv.	Undresses in front of others	N/O/F
xv.	Running away from home	N/O/F

APPENDICES - C

DETAILS OF SAMPLE SELECTED FOR THE STUDY

- 1) Concorlia Lutheran Higher Secondary School, Kalpavapottai.
- 2) Government Higher Secondary School, Kaliakkavilai.
- 3) R.T.L.M.S Middle School, Venkanji.
- 4) Government Middle School, Urambu.
- 5) St. Aloysious Middle School, Marthandathurai.
- 6) Kids Oxford Matriculation Higher Secondary School, Kuzhithurai.
- 7) Government Girls Middle School, Kuzhithurai.
- 8) Government Higher Secondary School, Kuzhithurai.
- 9) S.A.T Matriculation Higher Secondary School, Parekuntu.
- 10) St. Mary's Matriculation Higher Secondary School, Mariyakri.
- 11) Good Sheppard Matriculation Higher Secondary School, Nagercoil.
- 12) Government High School, Palkulam.
- 13) C.S.I Matriculation Higher Secondary School, Nagercoil.
- 14) Hari Sree Matriculation Higher Secondary school, Tiruvattar.
- 15) S.P.J Matriculation Higher Secondary School, Arusimoodu.