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RESEARCH ARTICLE

A DESCRIPTIVE STUDY TO ASSESS THE LEVEL OF KNOWLEDGE OF MOTHERS REGARDING BEHAVIOURAL PROBLEM AMONG PRESCHOOLER CHILDREN OF SELECTED RURAL AREA OF HUKUMATPUR, SAHASPUR, DEHRADUN

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ABSTRACT

Background: Behavioural problems in children are actually the characteristics that do not meet the criteria of mental disorder, but can lead to the development of mental disorder in later life if not taken care of. Behavioural problems can be different types- both externalizing and internalizing that is hyperactivity, thumb sucking, sleep problems, temper tantrum, depression, anxiety, aggression, disobedience, peer problems, nail biting etc. Behavioural problems in children should be identified and managed as early as possible to prevent further complications.

Objectives: The objectives of the study are:

- To assess the level of knowledge regarding behavioural problems of children among mothers.
- To find out the association between the behavioural problems of children and selected demographic variables.

Methodology: The present study is a descriptive study that is conducted among 100 no. of mothers selected purposively from the rural area or Hukumatpur, Sahaspur, Dehradun. The tools used for data collection are socio-demographic Performa and self structured questionnaire. After collecting the data, statistical analysis of data has been done with descriptive and inferential statistics.

Results: The analysis of the study revealed that 48% mothers have good knowledge, 52% mothers have average knowledge and 0% mothers have poor knowledge regarding behavioural problems. There is significant association between behavioural problem and selected demographic variables.

Conclusion: Behavioural problems exist at the early stage of human development that is childhood. It is important to identify the child with behavioural problems at the earliest where the parents must realize their parental role in order to help and guide the children to lead their life in a healthy manner both physically and mentally. Mothers can spend as much time as possible with children to express their feelings and thoughts, this will help to reduce their behavioural problems.

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INTRODUCTION

Normal children are healthy happy and well adjusted. This adjustment is developed by providing basic needs along with physical and psychological needs for their mental well-being, the children are dependent on their parents, so parents are responsible for fulfilment of their needs every child should have tender loving care and sense of security about prevention from opportunity for development of independence, trust, confidence and self-respect. There should be adequate social and recreation, parent should be aware of about achievements of their children and express acceptance of positive attitude within the social norms. Behavioural problems in children are relatively common. Such problems are often a reflection of the child's social stressors, environment and developmental state.

Although a majority of behavioural problems are temporary, some may persist or are symptomatic of neurodevelopmental disorders or an underlying medical condition. Initial management of behavioural problems often involves helping parents to learn effective behaviour strategies to promote desirable behaviours in their children. Preschoolers are curious, easily distracted and keen on independence, they're also still developing self-regulation. The preschool years extending from approximately 3-5 years age. Common preschooler behaviour concerns include anxiety, bullying, energy, fighting, focus, habits, lying, shyness and tantrums. Common behavioural problems of childhood are temper tantrum, breath holding spell, thumb sucking, nail biting, enuresis, encopresis, pica, tics and stuttering or stammering, delayed speech and ADHD.

OBJECTIVES

- To assess the level of knowledge regarding behavioural problems of children among mothers.
- To find out the association between the behavioural problems of children and selected demographic variables.

AIM: To assess the level of knowledge regarding preschoolers behavioural problems among mothers.

MATERIAL AND METHODS

RESEARCH APPROACH: A qualitative research approach was adopted in this study “A applied form of research that involves finding how well a program, practice or policy is working. The main goal is to enhance level of knowledge of mothers.

RESEARCH DESIGN: The researcher has employed the descriptive (Pre test only) research design to assess the level of knowledge of mothers regarding behavioural problems among preschooler children.

RESEARCH INSTRUMENTS/ TOOLS: The researcher has used two tools to collect the data from mothers. These are as follows:

Part A: Demographic Performa to collect the baseline data.

Part B: Self structured knowledge questionnaire to assess the knowledge of mothers regarding behavioural problems.

RESULTS

The demographic variable of the samples in the study includes age, education, occupation, type of family and no. of siblings.

Table 1. Frequency and percentage distribution of demographic variables

Demographic variables	Frequency (F)	Percentage(%)
1.Age(in years)		
a.Below 25	23	23%
b.25-30	35	35%
c.30-35	30	30%
d.Above 35	12	12%
2.Education of mother		
a.Illiterate	8	8%
b.Primary	20	20%
c.Secondary	60	60%
d.Graduated	12	12%
3.Mother’s occupation		
a.Housewife	63	63%
b.Government employeee	7	7%
c.Non-government	27	27%
d.Business women	3	3%
4.Type of family		
a.Joint family	24	24%
b.Nuclear family	60	60%
c.Extended family	10	10%
d.Single parent	6	6%
5.Number of siblings		
a.1	60	60%
b.2	30	30%
c.3	8	8%
d.Above 3	2	2%

Age: According to collected data, 23% samples belong to the age group of below 25years, 35% belongs to the age group of 25-30 years, 30% belongs to the age group of 30-35 years, and 12% belongs to the age group of above 35.

Education of mother: According to collected data, 8% mothers are illiterate, 20% mothers are primary educated, 60% mothers are secondary educated and 12% mothers are graduated.

Occupation of mothers: According to data, 63% mothers are housewife, 7% are mothers are govt. employee, 17% mothers are non- govt. employees and 3% mothers ae business women.

Type of family: According to data, 24% family are joint family, 60% families are nuclear, 10% families are extended and 6% families are single parent.

Number of siblings: According to data, 60% children have 1 sibling, 30% children have 2 siblings, 8% have 3 siblings and 2% children have above 3 siblings. The above table presents result related to level of knowledge of mothers regarding behavioral problems among preschooler children. 48% of samples were having good knowledge,52 % samples were having average knowledge and 0% samples were having poor knowledge.

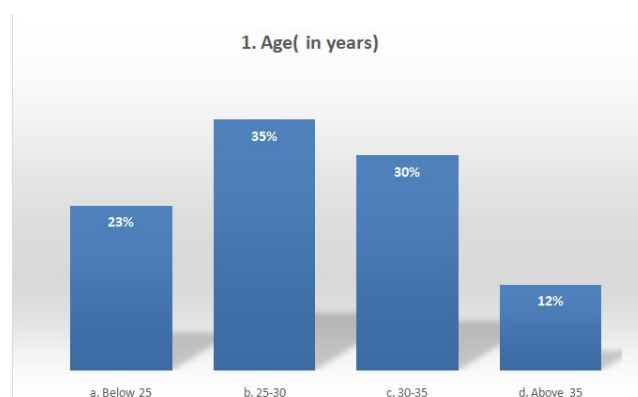


Figure 1. Column bar graph shows the percentage distribution of sample according to age

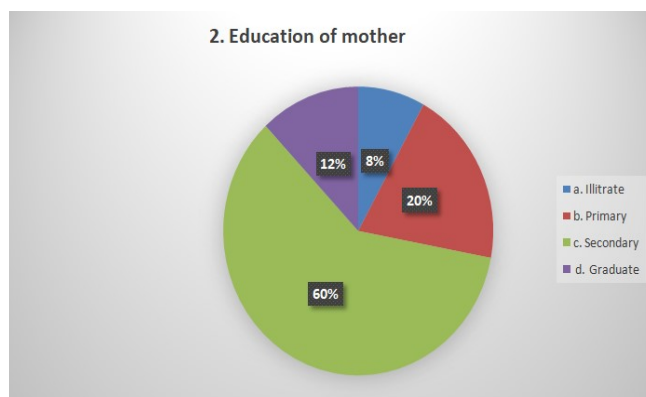


Figure 2. Pie chart shows the percentage distribution according to the education of mother

Major findings of the study revealed that highest percentage of mothers (35%) belongs to 25-30 years of age group, highest percentage mothers (60%) are secondary educated, Mothers who are housewife have highest percentage (63%), highest percentage of mothers (60%) have nuclear family and highest percentage of children (60%) have 1 sibling.

Table 2. Frequency and percentage distribution of level of knowledge among samples.

S.NO.	LEVEL OF KNOWLEDGE	SCORE	FREQUENCY	PERCENTAGE
1.	Good knowledge	21-30	48	48%
2.	Average knowledge	11-20	52	52%
3.	Poor knowledge	1-10	0	0%

Table 3. Association between level of knowledge and selected demographic variables

S.NO.	DEMOGRAPHIC VARIABLES	LEVEL OF KNOWLEDGE			Chi square value	Degree of freedom	Significance
		Good	Average	Poor			
1.	Age (IN YEAR)				5.58	3	Significant
	Below 25	10	13	0			
	25-30	20	15	0			
	30-35	10	20	0			
2.	Above 35	8	4	0	9.01	3	Significant
	Education of mother						
	Illiterate	2	6	0			
	Primary	11	9	0			
3.	Secondary	25	35	0	4.77	3	Significant
	Graduate	10	2	0			
	Mother's occupation						
	Housewife	32	31	0			
4.	Government employee	3	4	0	3.41	3	Significant
	Non-government employee	10	17	0			
	Business women	3	0	0			
	Type of family						
5.	Joint family	10	14	0	4.1	3	Significant
	Nuclear family	28	32	0			
	Extended family	5	5	0			
	Single parent	5	1	0			
	Number of siblings				4.1	3	Significant
	1	33	27	0			
	2	12	18	0			
	3	3	5	0			
	Above 3	0	2	0			

Analysis of the research revealed that 48% mothers have good knowledge, 52% have average knowledge and 0% mothers have poor knowledge regarding behavioural. There is a significant association between behavioural problem of children and demographic variables that is age of mother, education of mother, mothers occupation, type of family and number of siblings.

DISCUSSION

The purpose of the study was to determine the level of knowledge among mothers regarding behavioural problems of preschooler children in selected area of Hukumatpur, Sahaspur, Dehradun.

The sampling technique is used by the researcher is non-probability purposive sampling and the sample size is 100. The chi square was used to find the association between behavioural problems of children and demographical variables and the collected data was analysed with descriptive and inferential statistics.

The present study is a descriptive study which is conducted in selected rural area of Dehradun. The target population for the study is mothers who having preschooler children.

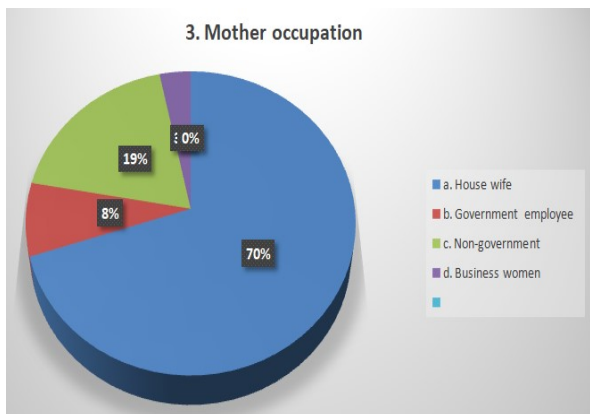


Figure 3. 3D pie chart shows the percentage distribution according to mother's occupation

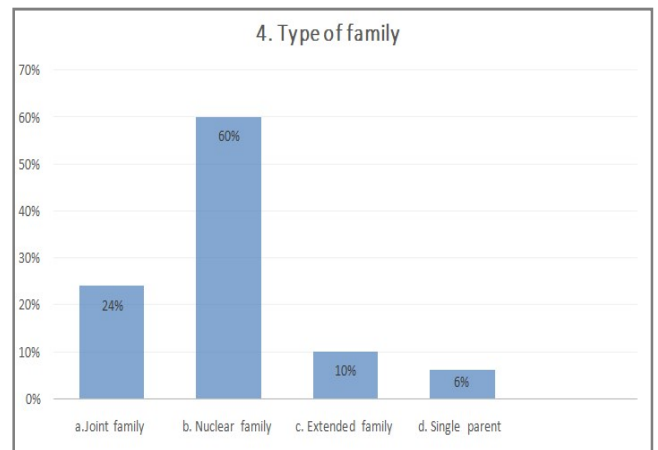


Figure 4. Column bar graph shows percentage distribution according to type of family

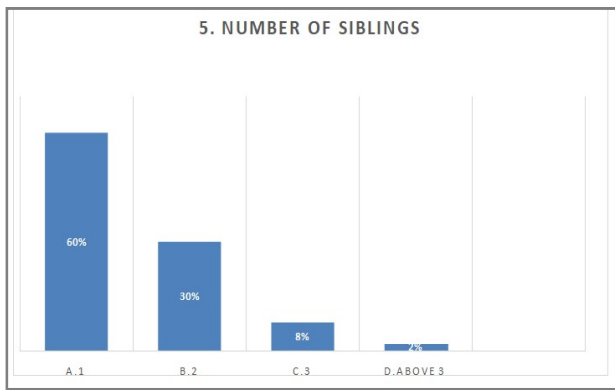


Figure 5. Cluster column graph shows the percentage distribution according to the number of siblings

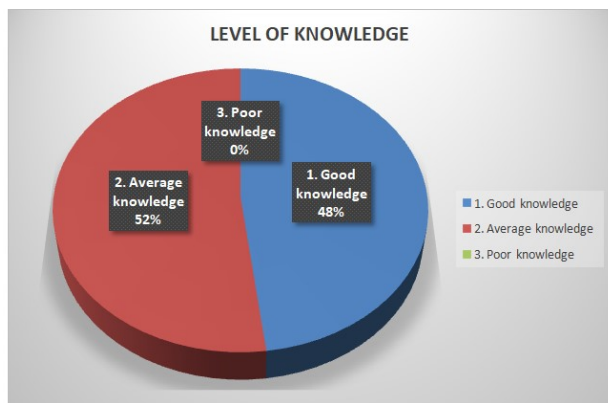


Figure 6. 3D pie chart shows the percentage distribution according to level of knowledge

REVIEW OF LITERATURE

Su-Mei Wang, Shuang-Qin Yan *et al* (2024) conducted a study on association of preschool children behavior and emotional problems with the parenting behavior of both parents. From October 2017 to May 2018, 7 kindergartens in Ma'anshan City were selected to conduct a parent self-filled questionnaire - Health Development Survey of Preschool Children. Children's Strength and Difficulties Questionnaire (Parent Version) was applied to measure the children's behavioral and emotional performance. Parenting behavior was evaluated using the Parental Behavior Inventory. Binomial logistic regression model was used to analyze the association between the detection rate of preschool children's behavior and emotional problems and their parenting behaviors. They found the high level of parental support/participation was negatively correlated with conduct problems, abnormal hyperactivity, abnormal total difficulty scores and abnormal prosocial behavior problems. High level of maternal support/participation was negatively correlated with abnormal emotional symptoms and abnormal peer interaction in children. High level of parental hostility/coercion was positively correlated with abnormal emotional symptoms, abnormal conduct problems, abnormal hyperactivity, abnormal peer interaction, and abnormal total difficulty scores in children (all $P < 0.05$). Moreover, paternal parenting behaviors had similarly effects on behavior and emotional problems of preschool children compared with maternal parenting behaviors (all $P > 0.05$), after calculating ratio of odds ratio values and concluded that parenting behaviors are associated with behavioral and emotional issues

in preschool children. Ganesan R, Hemavathy J. *et al* (2023) conducted a study on prevalence of behavioral problems among school going children in south India. They adopted quantitative approach and cross-sectional descriptive study. 1600 school going children screened by child behavior checklist and who fulfilled inclusion and exclusion criteria, were selected as samples by using a non-probability purposive sampling technique. Written informed consent was obtained from the parent and assent obtained from school going children. Results shows that 210(13.13%) school going children had behavioral problems. In experimental group the mean behavioral problem score was 51.83 with SD of 9.75 and in control group the mean behavioral problem score was 53.26 with SD of 11.32. There is a significant difference between experimental and control group behavior score. The study concluded that majority of the school going children had moderate level of behavioral problems. Regular screening of behavioral problems and early intervention help the school going children to cope and grow in a better way.

Nimisha Gupta and Poornima Khatanga (2022) Conducted a study on behavioral problems in children and adolescents during COVID pandemic and its impact on the mental wellbeing of parents- an online survey. The study aimed at assessing behavioral problems of children and adolescents during home confinement and its correlation with mental wellbeing of the parents. The study used an internet-based questionnaire covering sociodemographic and clinical variables, completed by 250 parents of children between 4-17 years of age. Strengths and difficulties questionnaire (SDQ) for behavioral problems in children and Adult Well-being Scale for parents was used for evaluation. Statistical analysis was done by Pearson Correlation and ANOVA test. Results shows that the Emotional ($t=2.102$, $p=0.05$) and Hyperactivity ($t=2.15$, $p=0.03$) scores were more in boys as compared to girls. Conduct ($t=4.87$, $p<0.01$), Hyperactivity ($t=4.46$, $p<0.01$) and emotional ($t=2.54$, $p=0.01$) problems were positively associated with the use of online platforms with increased screen time showing a statistically significant correlation with psychopathology. Total difficulty score showed positive correlation with depression ($r=0.28$, $p<0.01$), anxiety ($r=0.27$, $p<0.01$) and irritability ($r=0.34$, $p<0.01$) in parents. Children's disruptive and emotional problems increased with the increased screen time which could be due to social skills deficit in an unexpected setting of school closure and home confinement. This negatively impacts parents' wellbeing as shown in our results in keeping with previous studies conducted. The study revisits the negative impact of behavioral problems in children on parental wellbeing which has increased manifold in stressful times of today. The importance of ameliorating distress of parents as well as targeting problematic behaviors is crucial for positive mental health.

Mamta Bisht (2021) conducted a study on behavioral problems of children among working and non-working mothers at Race Course, Dehradun. The main objectives of the study were to assess the Behavioral problems of children among working and non-working mothers and compare the Behavioral problems of children between working and non-working mothers. Data was collected from 60 working and 60 non-working mothers with the help of non-probability purposive sampling techniques. A structured Child Behavior Assessment Scale was developed to collect the data from the mothers of children aged 4-12 years.

Reliability of the tool was found to be 0.7. The study results revealed that 60% of working mothers reported Borderline Behavior in their children. Abnormal behavior consisting of hyperactivity, bad habits and social problems etc. were reported by 15% of working mothers. Children among non-working mothers reported higher levels of anxiety, and conduct problems. Significant association was found between behavioral problems of children among working mothers and type of family, number of children, age of the child, and gender of the child. Behavioral problems in childhood may lead to limited functional capabilities in children and more serious problems in adulthood. Nurses can play a major role in diminishing Behavioral problems by providing guidance and counselling for the children and their mothers. The focus should be on addressing the emotional needs of the children during the early stages of development. On the basis of the results, it can be concluded that there was a significant difference in the occurrence of behavioral problems in children among working and non-working mothers. Majority of the children, 36(60%) among working mothers were having Borderline behavior whereas among non-working mothers' majority of children, 34(56.67%) were having normal Behavior. Furthermore, it explores a higher level of hyperactivity, habit and social adjustment problems in children among working mothers. The research findings also reported a greater level of anxiety and conduct problems among children of non-working mothers. This study confirms that there was a significant association between Behavioral problems of children and their selected demographic variables such as type of family, birth order and gender of the child at 0.05 level of significance.

Yu Y, Wang T *et al* (2020) conducted a study on behavioral problems among preschool children in Chongqing, China: current situation and influencing factors. This study was conducted to evaluate the influence of parenting methods on pre-school children and the education provided by parents on their pre-school children's behavioral problems to provide insights for Chinese parents and mental health professionals to improve treatment of behavioral problems. From December 2018 to January 2019, they conducted a cross-sectional survey of parents of preschoolers. The survey covered sixteen kindergartens in six districts of Chongqing, China. A total of 2200 participants participated in the survey, and 1895 questionnaires were returned. After screening, 1496 valid questionnaires were compiled in the data analysis (n=1496). The analysis of the maximum likelihood estimation revealed that age, preterm birth, household income, amount of daily interaction with parents, and scolding frequency affected behavioral problems in the preschoolers. Behavioral problems tend to be attenuated as children grow. Preterm children had a higher probability of developing behavioral problems than did non-preterm children. Children from families with monthly household incomes between \$1130–\$1695 USD and \$1696–\$2260 USD were more prone to developing behavioral problems. Children whose parents spent less time interacting with them (39.26% of parents interacted with children less than 1 hour per day) and children who were scolded more often had greater behavioral problems (13.44% of parents often scolded their children).

Malavika Kapur (2020) conducted a study of behavioral problems in preschool children. The objective of the present study was to compare the behavior problems in urban and rural children. The study was conducted in Ramanagaram

Taluk, of Bangalore District (Karnataka state). This area was selected as it was not covered by the Integrated Child Development Service Programs (ICDS). As per Karnataka Census Operations (1981) the total population of Ramanagaram Taluk is 2,04,889, out of which 1,53,630 (75%) stay in villages and the remaining 51,259 (25%) stay in Ramanagaram town. There are 135 villages in Ramanagaram Taluk. For the purposes of the present study, data was collected from urban (Ramanagaram town) and rural areas (six villages within the distance of 15 kms from Ramanagaram town). The total population of these six villages is 4,795. The predominant caste groups are Vokkaligas, Lingayats, Scheduled Castes and Scheduled Tribes. The sample considered of 155 non-school going children in the age group 2 years 10 months to 3 years 8 months. The mothers were interviewed regarding child's health, development and some aspects of home environment. The Pre-school Behavior Checklist (PBCL) (Richman &Graham) was then administered to the mothers. This checklist consists of 19 behavioral items, each graded on a 3-point scale with the scores 1 and 2 indicating problem in this area. The total score is derived by summing the individual items of behavior, giving a maximum of 38 points. Using a cut off 10 points the instrument has been shown to be reliable and to identify successfully children attending psychiatric clinic. As three workers were involved in the study the inter-rater reliability for the tool was established prior to data collection. Initially a total of 162 children were seen. Of these, 2 children had developmental delays, 2 were suffering from epilepsy, 1 from polio, one child had fever and one scabies. These seven children were excluded from the study. Data on a sample of 155 non-school going children was analyzed. Of these, 54 children (29 boys and 25 girls) belonged to urban area (Ramanagaram town) and 101 (50 boys and 51 girls) to the rural areas. The result was found background information on the families, majority of the children (66% of urban and 65% of rural) came from nuclear families with less than 6 members. In both the groups the children had occupied similar positions in the birth order. While 44% of urban children and 41% of rural children were youngest in their families, 24% of urban children and 23% of rural children were the eldest. Few children (6% of urban and 9% of rural) had no sibs. Rest of the children had occupied 'middle' positions. The main occupations of the families studied were sericulture, agriculture and petty business. There was no difference in the occupational status of the fathers in the two groups. However, in the urban group only 14% of children had working mothers as against 42% in the rural group. This difference was found to be significant ($\chi^2=11.80$, $p<.01$, $df=1$). The financial status of the family was assessed in terms of the total income of the family per month. The total income ranged between Rs. 50- Rs. 1800. Majority of the rural children (81%) came from families with an income of less than Rs. 400 as against 46% of urban children. Thus the financial status of the urban group was significantly better than that of rural children ($\chi^2=21.61$, $p<.001$, $df=3$).

Poonam Kumari, Amiteshwar Kaur (2018) conducted a descriptive study to assess the behavioral problems among preschooler children at selected Anganwadi centers of Distt. Roop Nagar (Punjab). They assess behavioral problems as expressed by mothers using Modified Jacqueline McGuire and Naomi Richman Pre- School Behavior Checklist to determine the association between behavioral problems of preschool children and selected demographic variables. They used a Non-Experimental, Quantitative research approach and

descriptive research design was adopted to conduct the research study. Non probability consecutive sampling technique was used to collect the data. Tool used for the study was Socio-demographic data sheet, modified Jacqueline McGuire and Naomi Richman Preschooler Behavior Checklist. Results: The result of study revealed that 21% of subjects had behavior problems and 79% of subjects had no behavior problem and the findings showed that behavioral problems were significantly associated with number of children in the family (0.001*, at $df=3$) at p value (<0.05) and no association was found with age, sex, religion, type of family, sibling order, residence and income of family.

Dorcias N Magai *et al* (2018) conducted a study on Emotional and Behavioral Problems in Children and Adolescents in Central Kenya. This study aimed to close the gap between childhood and adolescence Emotional and behavioral problems (EBP). The study included Child Behavior Checklist reports from 1022 Kenyan parents on their children (ages 6–18 years) and Youth Self-Reports from 533 adolescents (ages 12–18) living in Kenya's Central Province. EBP in Kenya are highly prevalent compared to multi-cultural standards for parent reports, with 27 and 17% scoring in the borderline and clinical range, respectively. Based on parent reports, younger children scored higher on EBP than older children, and higher on internalizing problems. Based on self-reports girls scored higher than boys, particularly on internalizing problems. The study provides evidence on elevated parent-reported EBP in Kenyan youths. Mental health providers should focus on interventions that reduce EBP in Kenyan youths.

Evans, B., J M., Burk *et al* (2018) conducted a study on Urbanicity is associated with behavioural and emotional problems in Dutch elementary school-aged children The aim of the present study was to examine whether urbanicity was independently associated with mental health in elementary school-aged children. Specifically, they investigated whether living in a more urban area was associated with exhibiting more behavioural and emotional problems, and whether this remained while controlling for other major risk factors for mental health problems in children. Data came from a Dutch general population study of children ($n=895$). Information from four waves was used, in which children were aged approximately 8, 9, 11, and 12 years old, they used mixed effects models to assess the association between urbanicity and the outcomes of behavioural problems and emotional problems separately, while controlling for other major risk factors. The analyses showed that children who lived in more urban areas were significantly more likely to exhibit behavioural ($p < .001$) and emotional ($p < .001$) problems. This effect remained when controlling for neighbourhood socioeconomic status, gender, ethnicity, family socioeconomic status, parental symptoms of psychopathology, parenting stress, and parenting practices (behavioural: $p = .02$, emotional: $p = .009$). In line with research in adults, urbanicity seems to be independently associated with behavioural and emotional problems in children. A possible underlying mechanism is that the city is a stressful environment for children to grow up in, which contributes to an increased risk for mental health problems.

Panchali Datta *et al* (2018) conducted a study on the prevalence of behavioural disorders among children under parental care and out of parental care. This study was adopted to identify the prevalence of behavioural disorders among

children under parental care and out of parental care. A cross-sectional comparative descriptive study was conducted among 300 children of age 6-12 years from a paediatric outpatient department of a selected hospital and 300 children from selected orphanages in Kolkata to compare the prevalence of behavioural disorders in children under parental care and out of parental care using Strengths and Difficulties Questionnaire (SDQ). The result shows that total difficulty was more prevalent in children out of parental care (220 children) than in children under parental care (128 children). Conduct problem was the most prevalent behavioural disorder among all the subscales of SDQ with 48.70% and 84.30% of children, respectively. This was followed by peer problem (44.60% and 48.30%), emotional problem (33.70% and 55.60%), and hyperactivity problem (26.70% and 32.30%), respectively. There was significant difference in total difficulty, all subscales, externalizing score, internalizing score, and impact score between the two groups. Regression analysis showed significant relationship of selected variables such as the child's favourite hobbies and number of close friends the child has using total difficulty score in both the groups. Significant correlation was found among subscales in both the groups. They concluded that Family-based care and improvised institutional care should be emphasized to reduce the burden of behavioural problem in children.

Anindya Kumar Gupta *et al* (2017) conducted a descriptive study on behavioural problem on school going children. Five hundred children aged 6–18 years were randomly selected from a government school in Kanpur, Uttar Pradesh, and assessed for cognitive, emotional, or behavioural problems using standardized tools. They found about 22.7% of children showed behavioural, cognitive, or emotional problems. Additional screening and evaluation tools pointed toward a higher prevalence of externalizing symptoms among boys than girls. The study highlights the importance of regular screening of school children for preventive as well as timely remedial measures. A total of 109 children (22.7%) were found to have behavioural problems with initial screening by PSC/Y-PSC. The mean CBCL scores of this study population were higher than most similar studies in India. This can be attributed to the type of study population (school based vs. community based) and informant chosen (teachers/parents) among other factors. CBCL was being used in the present study in a population which was already screened for behavioural problems by PSC/Y-PSC, this put together with greater sensitivity of CBCL, growing concern among teachers and parents of behavioural problems or even growing magnitude of behavioural disturbances may have contributed to a higher mean score. The epidemiological issues of different vantage points have been discussed by Wolpert. The analysis of CBCL scores showed significant differences between the mean scores of boys and girls who scored above cutoff, as per age groups. The age-wise distribution of positive CBCL scores did not show any significant difference between the two groups. The analysis for a pattern of distribution of behavioural problems in children revealed them to be more of externalizing ones. Girls had more internalizing behavioural problems whereas boys had more externalizing problems. Overall difference was not significant which could be due to the small size of CBCL screened sample ($n = 52$) only analysed for these dimensions. No cases of autism spectrum disorder were found in this study when CARS was applied to this group of children. This is possibly due to the fact that the average age for diagnosis of children with the above disabilities is 3–4 years and these are

not common in general population. Majority of children among the screened study population showed intelligence level in average range, and no cases of intellectual disability were noted though few ($n = 7$) children were noted to have below average intelligence. Analysis of CRS when applied to these children for ADHD and related disturbances did not show a significant difference between the groups. Relation of CRS scores in both genders was analysed in respect of total number of children who scored positive in CBCL. All the children who showed positive scores in tests were taken up for remedial treatment or referred for further follow-up as per target symptoms.

Masare MS, Bansode SS and Shinde RR (2017) conducted a cross-sectional study on Behavioural problems of secondary school children and related socio-demographic factors. The data was collected from 304 secondary school children studying in 8th and 9th standard using self-rated strength and difficulty questionnaire (SDQ). The study findings reveals that the prevalence of abnormal behaviour was 1.6%, while the prevalence of borderline abnormal behaviour was 11.2% and the majority 87.2% of the study subjects were normal having no Behavioural problems. Socio-demographic factors such as age and sex of the children, type of family and occupation of the father was found to be significantly associated with the Behavioural problems of study subjects.

Bashir Essa Abu-Hamour (2014) conducted a study on Students with Learning Disabilities and Challenging Behaviours in Jordan. This study aimed to explore the learning and behavioural characteristics of students with Learning Disabilities (LDs) in Jordan. Specifically, variables that related to challenging behaviour's, school's type, and gender differences were investigated. Four resource room teachers in public and private schools were asked to rate (168) students with LDs on the Arabic version of the Building Blocks Questionnaire (Mather & Goldstein, 2008). The findings indicate that over half of the students with LDs are suffering from challenging behaviours. In addition, students with LDs in private schools presented a better learning and behavioural profile than students with LDs in public schools. The results also showed that there are female under representation in special education services in Jordan. Anjum Bano Kazimi, Munir Moosa Sadruddin *et al* (2013) conducted a study on role of media in promoting behaviour problems among children with attention deficit hyperactivity disorder. The study investigates the role of media in promoting behaviour problem in children with Attention Deficit Hyper Disorder. The population of the study consisted of all the subject teachers of primary schools in Karachi, Pakistan working with ADHD children. Random sampling was used to collect the data through questionnaire. The total sample size was 120 teachers from three towns of Karachi, Pakistan. The research concluded that the role of media affects ADHD children at primary level. Children apply things learned from media in their daily life and the violence projected on media also promotes the aggressive behaviour. Based on the results, different classroom instructional strategies are suggested for the teachers at primary level to minimize the effect of media in ADHD children.

Türkay Demir, Mesut Yavuz et al. (2012) conducted a study on behavioural problems of encopretic children and their familial characteristics. The aim of this study was to assess behavioural problems in children with encopresis as well as

anxiety levels of the mothers and marital problems of the parents. The case group included 31 boys with encopresis and their mothers; the control group included 26 boys who did not have chronic disease and their mothers. Child Behaviour Checklist (CBCL), Trait Anxiety Inventory (STAI-II) and Marital Conflict Questionnaire (MCQ) were used. The mean scores of the scales of the two groups were compared by Mann-Whitney U test. Result of the study shows that CBCL total problem scores, externalization, aggressive behaviour, delinquent behaviour and attention problem scores were significantly higher; CBCL competency total scores and school scores were significantly lower in the case group. In addition, MCQ scores were significantly higher in the encopresis group. Maternal STAI-II scores did not differ significantly between the groups and concluded that the attention and behaviour problems may be the target of interventions for treatment of encopresis in children. Treatment of these problems may increase treatment compliance and prevent conflicts that may occur within the family in relation to these problems. Addressing severe marital problems which may be a source of distress and which may worsen the course of treatment may contribute to the treatment of these children.

CONCLUSION

Behavioural disorders in children are common. They are often under-recognised and under-treated. Most of the common behavioural problems exist at the early stage of human development that is childhood. It is important to identify the child with behavioural problems at the earliest where the parents must realize their parental role in order to help and guide the children to lead their life in a healthy manner both physically and mentally. Mothers can spend as much time as possible with children to express their feelings and thoughts, and make time qualitative and memorable by taking them out, playing, helping with homework and enquiring about their days spending, this will help to reduce their behavioural problems.

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