

**SUPPORTING SYSTEM AND CERTAIN BEHAVIOUR
PROBLEMS OF PRE-SCHOOL CHILDREN IN
MALAPPURAM DISTRICT**

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SUPPORTING SYSTEMS AND CERTAIN BEHAVIOUR PROBLEMS OF

PRE- SCHOOL CHILDREN IN MALAPPURAM DISTRICT

Introduction

A nation's most important and precious resource is its children who constitute its hope for continued achievement and productivity. Today we are passing through a stage where the mental health of youngsters in Kerala is a matter of much concern for the educationists, psychologists and sociologists. The suicide rate in Kerala equals the highest rate elsewhere in the world. Early prevention and intervention is better than later remediation. Research has shown that the emergence of early onset conduct problems in young children is related to a variety of health and behaviour problems such as peer rejection, drug abuse , depression ,juvenile delinquency and school drop –out in later years.

Early child hood is the critical period in behavior formation. In this age of momentous change and stiffer competition most of the parents rely on pre-schools of different categories for child-care. The inevitable economic participation of women and the nuclear family system all have necessitated this dependence on pre-schools. Thus pre-school experiences have an effective role in moulding the behavioural pattern of children. Ineffective and insufficient methods very often reinforce behaviour problems. It is in this instance that such a study entitled as “SUPPORTING SYSTEMS AND CERTAIN BEHAVIOUR PROBLEMS OF PRE-SCHOOL CHILDREN IN MALAPPURAM DISTRICT” was undertaken.

Supporting system in this study stands for all the programmes and services for fostering child care both in government and private sector which include Anganwadies , Balwadies , Kindergartens,Nursery schools ,etc. that are helpful to the mothers of young children. The term Behavior problems denote those behaviours of children which are found by mothers and teachers of pre-school as being very frequent and very difficult to handle. Pre- school children are those children in the age group of 0-6 years who have not been enrolled in the primary school . For the present study children of age group 4 + (UKG)is selected.

Objectives

1. To examine the type of behaviour problems among pre-school children when they are categorized on the basis of :
 - (a) Type of supporting system they utilize
 - (b) Gender
 - (c) Socio-economic status of parents
 - (d) Children of working / non-working mothers
2. To compare the behaviour problems of pre-school children when categorized on the basis of :
 - (a) Type of supporting system
 - (b) Gender
 - (c) Socio-economic status of parents
 - (d) Children of working /non-working mothers
3. To find out the methods used by the mothers and teachers of the pre-schools for handling the behaviour problems of children.
4. To suggest guidelines to mothers and pre-school teachers /care takers in handling behaviour problems of pre-school children.

A brief report on the METHODOLOGY

Design of the study

In the present study the investigators adopted the survey method to study the behavior problems of pre-school children of Malappuram district.

Sample

The study was conducted on a representative sample of 100 pre-school children of the age group of 4 + years belonging to three Anganwadis, two Malayalam medium nursery schools and one English medium nursery school of the select

ward from Thenjipalem Panchayat of Malappuram district. The data was collected from the mothers and care takers of these pre-schoolers.

Variables of the study

Behaviour problems of pre-school children was selected as the dependent variable.

Type of supporting system, gender, socio-economic status and maternal employment status were treated as the criterion variables.

Tools used

Two tools-the child behavior inventory and the questionnaire on the measures used by mothers and pre-school teachers in handling behavior problems with sufficient validity and reliability were used for collecting the data.

The Child Behavior Inventory was developed by the investigators in consultation with child psychologist and care takers of pre school . Twenty problem behavior were selected as the most commonly seen among pre school children of Kerala. These include shyness, over sensitive, nail-biting, aggressiveness, refusal to food, bed-wetting , negativism, specific fears, stubbornness, temper tantrums, excessive crying etc. The respondents were to answer in a three point scale with any one of the responses like 'often', 'sometimes' and 'never' , the score being two, one and zero respectively.

The Questionnaire on the measure used by mothers for handling behavior problems of pre school children consist of 14 measures commonly used of which eight measures are scientific while the rest are unscientific.

Data Collection Procedure

The investigators personally contacted the teachers / care takers of the pre schools in advance and with their help conducted meetings with the mothers at fixed schedules. In the scheduled meetings talks were conducted with the mothers, distributed the tools and collected data from them. It was a time when the investigators actually felt the anguish of the mothers, their curiosity to know about the appropriate measures and their inquisitiveness to provide the best

experiences for their children. We felt proud that we could clear many of their doubts.

Statistical Techniques Used

Percentage analysis was used to examine the type of behavior problems

Test of significance of mean difference for unequal samples was used to compare the extent of behavior problems among different sub-samples.

Major Findings and Conclusions

1. Findings based on the percentage analysis of the behavior problems among pre- school children of Malappuram district for the total sample.

The study revealed that among the twenty behavior problems studied refusal to food, over sensitivity, restlessness, and stubbornness were the most frequent behaviour problems whereas stammering, jealousy and stealing were among the least frequent ones shown by pre -school children.

No significant difference was found in the type of common behavior problems between children when categorised on the basis of type of pre schools , sex, socio-economic status of parents and employment status of mothers.

II Important findings from the comparison of extent of behaviour problems among pre -school children belonging to different categories

a) Comparison based on type of supporting system

From the results of the analysis it is revealed that there exists significant difference in the extent of behavior problems between children of Angawadis and Malayalam medium nursery schools with more behavior problems among the Anganwadi children.

Also significant difference exists between Anganwadi children and children of English medium nursery schools with the former group having more behavior problems than the latter.

No significant difference is found in the behaviour problems between children of Malayalam medium and English medium nursery schools.

b) Comparison based on gender

Comparison of behaviour problems of boys and girls revealed no significant difference in between the two groups.

c) Comparison based on socio-economic status of parents

From the obtained results, it is found that significant differences exist in the extent of behaviour problems between pre -school children belonging to the three levels of socio-economic status. The results favour the children of High-SES with less behaviour problems whereas the children of Low -SES were found to have the highest extent of behaviour problems.

d) Comparison based on children of working / non -working mothers

When children of working and non working mothers were compared with regard to behaviour problems, significant difference was found between the two groups. Pre --school children of non -working mothers were found to have more behaviour problems than their counter parts.

III Important findings regarding measures used by mothers for handling behaviour problems

From the obtained results it is found that physical punishment,consoling,frightening and scolding were the methods used by majority of mothers for handling the different behaviour problems of their pre school children. Next widely used method was convincing the child about the need to give up the bad habits and behave in a proper way. Persuading, satisfying the child's demands, consulting with doctors and teachers were also used in their decreasing order by some mothers.

Conclusion

The study revealed that refusal to food is the most prevalent and stealing is the least prevalent behaviour problem among pre school children of Malappuram district. Other prevalent problems are over sensitivity, restlessness,stubbornness,nightmares,and temper tantrums. Pre schoolers of Malayalam medium and English medium nursery schools showed similarities in behaviour problems when compared with that of Anganwadis. Problem behaviours were found more among Anganwadi children followed by pre schoolers of Malayalam medium nursery schools and English medium group.

However, there is no significant difference between the means of behaviour problems of Malayalam medium and English medium nursery school children.

While sex is not a factor influencing the behaviour problems, socio-economic status of parents and maternal employment status are significant variables influencing the extent of behaviour problems among pre school children. Children of working mothers and those belonging to High-SES were found to have lesser number of behaviour problems when compared with their counterparts.

Most of the measures used by mothers for handling the behaviour problems of their pre school children are unscientific, unpsychological and ineffective in solving them. The study reveals the urgent need for developing an awareness about the scientific and effective methods for handling behaviour problems among mothers of young children. Based on the findings of the study guidelines on appropriate psychological measures to be adopted in handling the behaviour problems have been suggested by the investigators.

INTRODUCTION

A nation's most important and precious resource is its children who constitute its hope for continued achievement and productivity. There is no more crucial period of life than the age upto six years. It is during this period that the child is most malleable and it is then that many barriers to normal development are erected.

All educators have stressed the importance of the home in the early education of the child. The quality and nature of the parental nurturance that a child receives will profoundly influence his future development. But only few homes provide the right type of environment to the growing child. Many children are denied the opportunities for healthy all round development.

In learning to adjust to the world in which the child is growing up, he develops certain kinds of behaviours which are annoying or embarrassing to the adults with whom he comes in contact. Adults frequently label such behaviours as problem behaviours and try to correct them. This usually makes the situation worse. What adults call problem behaviour may be perfectly normal for the child at his age and level of development. Through ignorance of what is socially acceptable behaviour, the child tries to express his natural impulses in ways that

give him satisfaction but which are not socially acceptable. So these behaviours make life difficult and unsatisfactory for parents as well as the child.

Behaviour problems among children is a deviation from the accepted pattern of behaviour on the part of the children when they are exposed to an inconsistent social and cultural environment (Verma, 1964). But these are not to be equated with the presence of psychiatric illness in the child as these are only the symptoms or reactions to emotional and environmental stress. But if these behaviours are allowed to continue, they are likely to pose problems of adjustment to the child in his school age and adolescence. Research has shown that the emergence of early onset conduct problems in young children is related to a variety of health and behaviour problems such as peer rejection, drug abuse, depression, juvenile delinquency and school drop-out in later years.

In this age of momentous change and stiffer competitions, many parents send their children to pre-schools. These pre-schools act as supporting services to parents in fulfilling their roles as providers, protectors, nurturers, disciplinarians and interpreters of social and cultural heritage. Anganwadis, Balwadis, Kindergartens, Nurseries, play schools, etc. both in public and private sectors act as supporting systems to parents in fostering the development of their children.

NEED AND SIGNIFICANCE OF THE STUDY

Early childhood is the critical period in behaviour formation. The recent investigations by psychologists, educationists, pediatricians and others stress the

importance of early family experiences especially maternal care on the child's behaviour, attitudes and his future mental health. At no other period in his life he is responsive to positive environmental influences, which enhance and expand his development. Emphasis should be assigned to programmes of prevention and early intervention rather than late remediation. Hence parents and teachers are interested in good beginning for children. Such a right start in the early years is an invaluable aid to the continuous unfolding of a child's potentials.

Moreover, the modern industrial world is demanding more economic participation of women. The adaptive changes that follow have brought about modifications in child rearing practices. Thus the woman whether she is a daily labourer or an executive is forced to find an appropriate place of foster care for her young child at home. The nuclear family system has only aggravated such a necessity. As a result most of the parents rely on a variety of support services for child care.

It is the purpose of the pre-schools to supplement and extend early home experiences in an environment planned to further each child's development through living and learning with his peers. The pre-school environment is designed and supervised to meet the day-to-day and long-term needs and interests of young children between 2-5 years of age.

In the course of the past few decades pre-school education has assumed tremendous significance in India as revealed by the recommendations of various committees appointed by the government of India to make necessary reforms. The part V, para 2 of the National Policy on Education (1986) states "Recognising the holistic nature of child development, viz., nutrition, health and social, mental, physical, moral and emotional development, Early childhood Care and Education (ECCE) will receive high priority and be suitably integrated with the Integrated Child Development Services (ICDS) programme, wherever possible. Day-care centres will be provided as a support service for universalisation of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections". It is continued in Part V (4) that "a full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general"

Eventhough the ICDS programme was initiated in the year 1975, it has gained a rapid momentum in recent years with the assistance of the World Bank. In spite of the recommendations by various committees and commission the pre-school education is practically neglected in India. In Kerala eventhough attempts for pre-school education have been made as early as nineteen thirties, majority of under fives are deprived of the privilege of a quality child care. The slow expansion of the pre-school programme in the state can be attributed to lack of

financial resource and the lack of enthusiasm in providing government leadership.

The Anganwadis were established to give children good environment with appropriate opportunities for their all round development. In Kerala, there is a spurt of private pre-schools now a days. Lot of private pre-schools are working without government control and recognition. Criticism is that they provide activities without considering the psychological principles applied to pre-school education.

It is stated that children with problems of behaviour in school and delinquency in later years have discernible patterns of abnormality in pre-school years (Benton, 1976). A child is too inexperienced to know what behaviour will help him and what will hinder him. So long as he gets momentary satisfaction, that is all that matters to him. Thus it becomes apparent that in establishing patterns of behaviour, the child needs guidance to make sure that he learns the most useful and most desirable pattern. So mothers, teachers/care takers of the pre-schoolers have an effective role in moulding the behavioural pattern of the children. Ineffective and insufficient methods very often reinforce behaviour problems. So care should be taken by the elders in handling the young ones.

Most of the studies conducted in India on behaviour problems are confined to hospital or clinical data. The present study intends to get a holistic picture of

the type of behaviours perceived by mothers and teachers/care takers of preschoolers as problem behaviours and the ways in which they are trying to handle them. Also a comparison of the behaviour problems among preschoolers attending various types of pre-schools is attempted which would give an indirect picture of the effectiveness of each type of supporting system in ameliorating the behaviour problems of young children. Based on the findings of the present study conclusions can be arrived at whether or not scientific and psychologically proven measures are being utilised by the elders in handling the problem behaviours of children.

STATEMENT OF THE PROBLEM

The present study is entitled as "SUPPORTING SYSTEM AND CERTAIN BEHAVIOUR PROBLEMS OF PRE-SCHOOL CHILDREN IN MALAPPURAM DISTRICT".

OPERATIONAL DEFINITION OF KEY TERMS

Supporting System

The term 'Supporting System' stands for all the programmes and services for fostering child care both in government and private sector which include Anganwadis, Balwadis, Kindergartens, Nursery Schools, etc, that are helpful to mothers of young children.

Behaviour Problems

In this study the term 'behaviour problems' is defined as those behaviour of the child which were found by the mothers and teachers of preschools as being very frequent and very difficult to handle.

The behaviour problem may be defined as such reaction patterns of a child which are not upto the expectation of the parents, members of the family or members of the community. It 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.

Preschool Children

The term denotes children in the age group 0-6 years who have not been enrolled in the primary schools.

For the present study children of the age group 4+ (UKG) is selected.

OBJECTIVES

1. To examine the type of behaviour problems among pre-school children when they are categorised on the basis of
 - (a) Type of supporting systems they utilise
 - (b) Gender
 - (c) Socio-economic status of parents
 - (d) Children of working and non-working mothers

2. To compare the behaviour problems of pre-school children when categorised on the basis of
 - (a) Type of supporting system
 - (b) Gender
 - (c) Socio-economic status of parents
 - (d) Children of working/non-working mothers.
3. To find out the methods used by the mothers and teachers of the pre-schools for handling the behaviour problems of children.
4. To suggest guidelines to mothers and preschool teachers/care takers in handling behaviour problems of pre-school children.

METHODOLOGY

The study was intended to examine the type of behaviour problems of preschool children, compare them and examine the measures used by the mothers and teachers of the supporting systems in handling those problems.

VARIABLES

The variables selected are certain behaviour problems of pre-school children.

TOOLS

For collecting data, the following tools were developed.

1. Child Behaviour Inventory
2. Questionnaire on the measures used by mothers and pre-school teachers/care takers in handling the behaviour problems.

SAMPLE

The study was conducted on a sample of 100 pre-school children of the age group of 4+ years, that is UKG student belonging to the different types of pre-schools of a selected ward from Thenjipalam Panchayat of Malappuram District.

STATISTICAL TECHNIQUES

The statistical techniques used for analysis of data are:

- (1) Estimation of percentage
- (2) Two-tailed test of significance of mean difference for small independent samples.

SCOPE AND LIMITATIONS

The present study was intended to examine the type of behaviour problems among different categories of preschool children and to find out the methods used by mothers and teachers of preschools for handling the problem behaviours. Based on that mothers and teachers have no to be provided with guidelines in handling the pre-schoolers. At a time when most parents show

concern regarding their own 'parenting' skills and when most families especially the dual earner nuclear families fail to find appropriate provision for high quality child care for their pre-school children, the study is hoped to give an idea regarding the efficiency of the available support services as quality foster care centres. Efficient functioning of the support services cultivates a feeling in the child that these centres are the second homes for the children.

The use of unscientific method in solving the behaviour problems of young children may create serious psychological problems in children. So the mothers and teachers of the pre-school children may be made aware of the available sources of information in handling the behaviour problems of preschoolers.

But the following limitations could be identified for the present investigation.

1. The study is limited to a single ward of the panchayat under study.
2. The study on supporting systems include only Anganwadis, Nursery schools and Kindergarten.
3. The children below four years are not included for the present study.

ORGANISATION OF THE REPORT

Chapter I presents a brief introduction to the problem need and significance of the study, statement of the problem, definition of key terms, objectives of the study, variables, methodology and scope and limitations of the study.

Chapter II presents a theoretical overview of the topic under study and a summary of related studies.

Chapter III describes in detail the tools used, selection of the sample, data collection procedure, and statistical techniques used for analysis.

Chapter IV deals with the analysis and interpretation of the result.

Chapter V presents a summary of the study major findings, suggestion and the scientific measures for handling behaviour problems of preschool children.

REVIEW OF RELATED LITERATURE

This chapter deals with the theoretical overview of the organisation of preschools, the common behaviour problems in children and the review of related studies.

1. A THEORETICAL OVERVIEW OF THE ORGANISATION OF PRESCHOOLS

The programme of a pre-school need to be so carefully drawn up that it meets all the objectives of pre school education. The important objectives are the following:

- (a) Physical development resulting from a well balanced routine activities and rest, outdoor play, nutritious food and general hygiene inclusive of medical care.
- (b) Mental development resulting from a rich environment, varied experiences and contact with understanding and sympathetic adults devoted for providing necessary guidance.
- (c) Social development as a result of interaction with more adults and with many more children than is possible in individual homes.

- (d) Emotional development occurring by learning what emotional responses are acceptable to others and an advancement in the understanding of the when, why and how of emotional expressions.
- (e) Educational development meaning a better preparation for school life by the acquisition of the necessary experience and background.
- (f) Parental education for the sake of enlightening the parents through parental conference, observation and discussion of individual problems.

Basic Principles of planning a Pre-school syllabus

1. Pre-school programme should be flexible so as to serve the various needs of children. Duration and nature of activities should depend on the interests of children. Sometimes children may be engaged in some activities for a longer period of time. Then the teacher should be ready to change her plan and give the children the opportunity for prolonged activities. The teacher's plan must be tentative so as to be modified according to the needs of children.
2. A pre-school programme should be balanced between individual and group activities. A child when he first joins a pre-school indulges usually in isolated or solitary play. He takes many play materials that he likes and plays with them. There will be no interaction with other children. As he becomes older he prefers parallel play, that is playing near (parallel to)

others of the same age group but without any social contact. Then at the end he engages in co-operative social play. At the same time the pre-school should provide enough opportunities for individual work also. The teacher should keep an eye on them to ensure that each child gets an opportunity for individual as well as group work.

3. Balance between Free play and Guided activities are also highly necessary in a pre-school programme. Each day children should be allowed to play on their own without any sort of interference from adults for a certain duration. It gives them opportunity to explore, investigate and ascertain the different possibilities of using different types of play materials. They learn from self chosen and self initiated play. A certain duration should also be set apart for organized play in which the teacher takes the initiative to introduce the proposed activity. A third type of play is guided activity which is a planned group activity in which children enjoy various types of creative or pre educational activities which form the basis for future formal learning.
4. A preschool programme should consist of active free play, organised play and guided activities. If the children are allowed to play outside or play freely inside, then it will be desirable for this to be followed by some quiet guided activity.

5. The programme should provide activities which are meaningful and helpful for creative thinking and development of originality in children. The teacher should be well informed about the objectives of all activities which only can make it more meaningful.
6. The preschool programme should be comprehensive so as to satisfy the need for each child as also the need of each group. The needs of children of urban areas may be different from the needs of rural areas.
7. The preschool programme should be based on sense experiences. Experiences should as far as possible be concrete and first hand. During the preschool age, the child's understanding is at a sensory perceptual level. The child assimilates and understands better and easily, the things which can be seen, heard and felt.

The programmes for preschool need to be chalked out in such a manner that it aims at the allround development of the child. It should help the child for the physical, social, emotional and intellectual development. It should also help the child for the development of necessary health habits, proper attitudes and desirable social skills. It should enable the child for better adjustment to groups and achieve emotional maturity.

II. A THEORETICAL OVERVIEW OF THE COMMON BEHAVIOUR PROBLEMS IN CHILDREN

Good (1973) defines behaviour problem as "behaviour that is disapproved of by dominant social groups". According to Verma (1964) behaviour problem among children is a deviation from the accepted pattern of behaviour on the part of children when they are exposed to an inconsistent social and cultural environment. Such behaviour problems made life difficult and unsatisfactory for both the child and his parents. The children at the age of 3 to 6 years often show some common types of behaviour problem.

According to Hurlock (1978) in each developmental pattern the children may show many problems which could be classified as health problems, emotional problems, sleeping problems, problems of social adjustment etc. which are interrelated to each other.

The child may have one or more of behaviour problems which affect his health. The main problems associated with health is related to the intake of food. Nibbling between meals, gulping food without taking time to chew it properly, and refusal of food are the common problems found in children. The most common cause of refusal or dislike to food is being forced to eat certain food or being punished for not doing so.

Another problem that many children share is bed-wetting. Children cannot be expected to have enough bladder control to keep dry all night before they are three or four years old. Bed-wetting once in a while is common after an exciting day or experience that has caused nervous tension. If bed-wetting takes place nightly after the age of four years, it suggests that something is wrong. Bed-wetting by an older child is known as 'enuresis'. Studies have shown that few cases of enuresis have a physical cause while most have an emotional cause. They come from some psychological disturbances in the child's life. This may be the result of too exciting an environment, jealousy, parental pressures to do more than the child is developmentally able to do and most important of all, parental criticism.

Most of the children are facing stammering which is related to speech problem. Learning to speak is a difficult skill. The Most common errors of pronunciation of children when learning to talk are lisping, slurring, stuttering and stammering. Stammering is a dead locking of speech, caused by the tightening of the vocal muscles, resulting from sever emotional tension. When the muscles relax, the sound floods out in incoherent words. Then follows another spasm of stammering. Frequently stuttering and stammering go hand in hand.

In early childhood, children show other behaviour problems such as shyness, jealousy, specific fears, stubbornness, temper outbursts, excessive crying, over sensitivity etc., which are categorised as emotional problems.

Shyness is a type of fear that occurs when a child is with a stranger, with a familiar person in unfamiliar garments or when he is in a strange place. Shyness occurs because the child cannot adjust himself quickly to something that is unfamiliar. During early childhood, the child has to adjust himself to a strange place and to strange people in nursery school, kindergarten or first grade.

The problems of jealousy is closely related to anger in that the child is annoyed when he believes that his place in the affections of a loved one is being usurped by another. The most common cause of jealousy in early childhood is the birth of a younger brother or sister whose helplessness requires time and attention from the elder members of the household. The time when jealousy is most likely to occur is between the ages of two and five years. Sometimes a jealous child may revert to infantile behaviour such as bed-wetting, thumb sucking etc.

Many children show the behaviour problem of specific fears. Certain fears are characteristically found at certain ages. Young children are afraid of more things than either babies or older children. From 2 to 6 years of age is the peak period of specific fears in the normal pattern of development. The reason for this is that young children are more capable of recognizing dangers than babies are, but their lack of experience make them less capable than older children of recognizing that they are not personal threats.

Excessive crying means crying more than what is normal for a child's age and level of development. If babies and young children cry not more than that is normal for their ages, crying will have no harmful effects and may even be beneficial. In young children, normal crying is often an outlet for emotional tension. Excessive crying is physically and psychologically damaging at any age. The longer the crying lasts and the more intense it is, the more harmful its effects. Excessive and prolonged crying may sometimes develop into a habit.

Temper tantrum is another problem behaviour. Temper tantrum is a display of emotional behaviour on the part of an individual of any age for the purpose of getting what he wants. In emotional explosions children react violently to a trivial stimulus. When angry they show temper tantrums out of all proportion to what angered them. As older children know they are expected to develop frustration, tolerance, their emotional explosions often lead to feeling of inadequacy, guilt and shame. If temper tantrums meet children's need for attention and give them what they want they will not only continue to use tantrums for this purpose but will only increase the intensity of tantrums, thus hoping to increase their value to them as means to desired ends.

A common outgrowth of susceptibility to social approval and disapproval is over sensitiveness, the tendency to be easily hurt and to interpret what others say and do as hostile. To some extent, over sensitiveness is a measure of

children's desire for social acceptance, a desire which makes them highly sensitive to the attitudes of adults as well as members of peer group.

Children may also show problems like aggressiveness, negativism, withdrawal and lying. Aggression is an actual or threatened act of hostility usually unprovoked by another persons. Children may express their aggressiveness in physical or verbal attacks on another, usually a child smaller than them.

Negativism is resistance to pressure from other to behave in a certain way. It usually begins during the second year of life and reaches a peak between 3 and 6 years. 'Lying' of children is not usually meant to deceive others, but are primarily to fantasy. Some are due to exaggerations, inaccuracies and imitations of dishonesty in others. Others are due to the child's attempt to avoid punishment or threat of punishment.

III. RELATED STUDIES

In this section an attempt has been made to review as much related literature on pre-school education and its role in behaviour pattern of children.

Maryoline (1965) viewed that the purpose of Nursery education is to help the child to become introduced with his environment, not only with materials and objects, but also with other children. In order to learn and grow well, a young child needs to have confidence in his environment and security in relationships.

Dorman (1967) studied the expression of aggression in pre-school children. The results showed that among the sample selected from two preschools, girls in one school manifested the most aggressive behaviour, with little difference between the sexes. It was also found that children who express more aggression on projective tests are more verbal and more cooperative.

Mathur (1976) tried to investigate the personality development of pre-school children of working mothers. It was found that maternal employment is a significant variable effecting pre-school children's emotional disposition on dependency, aggression, anxiety, perception of father's role and outcome. SES influences identification, sense of security, perceiving father's role and exhortation. Age makes a difference in mother's and father's role perception, outcome and exhortation.

Parent and community participation in nursery education programme was studied by Khaladina (1970). It is observed that rural and urban parents have differing expectations of the programme including the components of the programme of nursery school. There is a demand for academic curriculum by urban parents.

Pathak *et al.* (1972) undertook a study with a view to answering the questions regarding the pattern of behaviour change of children while attending pre-schools. It was found that most of the children expected family members to be

around in the beginning and these children went through a stage of not being spontaneous in their interaction with other children. Within a period of three months of schooling children built easy communication with teachers and became independent. By the end of nine months they became very friendly with the teachers, accepted other children as a part of their society and were quite independent.

Muralidharan and Banerji (1974) studied the effect of pre-school education on the language and intellectual development of under privileged children and found that the children in pre-school had done consistently better in all aspect of language development than the children who directly entered the primary school.

Leela (1980) conducted a study on the management expectation of nursery education. The important programmes in the nursery school include entertainment which leads to character formation, teaching for the enlargement of knowledge and play for physical and mental development.

Thompson (1980) conducted a study about the parental expectation of nursery education and she suggested that government can take a large share in the responsibility of starting and maintaining nursery schools. They can do this by providing teaching materials, noon feeding and medical inspection.

The National Institute of Public Co-operation and Child Development NIPCCD(1980) in a study on pre-school education in the ICDS has reported that

teaching alphabets and numbers are the primary educational activities in the Anganwadis of Delhi, Rajasthan and Uttarpradesh. Action songs also form part of the day schedule. The survey of Anganwadis revealed that they are located in easily accessible places, majority of centres do not have a separate kitchen, toilet or water services and insufficient play space. A significant increase in attendance was found at meal times as compared to that during pre-school activities.

Sunderlal (1986) in a follow up study of 1700 children in Anganwadis of villages of ICDS project in Haryana examined the enrolment pattern and drop rates of children who underwent early childhood programme from 1977-1981. The study revealed that 60 percent of the children enrolled are from weaker section of the community; dropout rate is maximum in the first and second years of the school; seventy percent of the children who underwent Anganwadi programme enrolled in primary class.

Tarapore, Deshpande and Pandse (1986) studied the non-formal pre-school components of ICDS project in select blocks in Pune. The performance of children from High Rating Anganwadis (HRA), low rating Anganwadis (LRA) and non ICDS were compared. They found that significant difference exist between HRA and LRA: and between non ICDS and LRA in many development aspects of the children such as gross and finer motor development, conceptual and readiness skill, comprehension, and personal and social skills.

Rajalakshi (1992) conducted an assessment of the existing nursery education programme in Kerala. Study surveyed the physical facilities, staff pattern facilities for child development and learning, the planning and organisation of the programme, the curricular and health care facilities and parental co-operation. Results revealed certain weakness in the planning and organisation aspects, medium of instruction, curriculum and methods of evaluation.

Stephen (1995) compared the progress made by children in regard to social and emotional behaviour problems in community nurseries providing integrated education, health and social services and in traditional nursery schools in Scotland. It was found that progress made by most children was similar in both set ups.

Brember and Davies (1997) conducted a four-year cross sectional study on the effects of pre-school experience on reading attainment. Study examines the reading attainment level of a group of elementary students who had either experienced nursery, day care or no pre-school provision outside the home. Although the results of the study were inconclusive, they suggest positive reading attainment outcomes related to preschool experience.

Bousal (1986) pointed out that parental over protection, family tensions, conflicts and feelings of rejection experienced by the child are some of the causative factors of withdrawal behaviour of children.

Kumar (1988) has suggested that parents should recognise jealousy as a normal reaction, avoid punishment and unfavourable comparisons between siblings.

Brar (1992) in his study on 40 pre-school children of India found that a child's level of intelligence and maturity contributes significantly to his social and emotional competence.

Gulati (1992) carried out a survey in Delhi city to study the behavioural problems in pre-school children. The following results were obtained.

1. Children have health problems such as recurrent fever, loss of appetite, change in the bowel pattern, failure to gain weight and pain and aches in back, shoulders and hands.
2. Behavioural problems noted are bed-wetting, temper tantrums, teeth grinding, night terrors, clinging to parents, prolonged bottle feeding and changes in the normal sleeping schedule.

Duncan *et al.* (1993) in their longitudinal study found that family income and poverty status were powerful correlates of children's cognitive development

an behaviour. Five-year-olds IQs were higher in neighbourhoods with greater concentrations of affluent neighbours while the prevalence of low-income neighbours appeared to increase the incidence of externalizing behaviour problems.

Hagekull and Bohlin (1993) in another longitudinal study examined the relation ship of care quality in children's homes and external day care settings to children's emotional expressions and to problem and competence behaviours. Results showed that externalizing behaviours were related to home quality whereas internalizing behaviours and positive behaviours were related to quality in both settings. In general, high quality contributed to fewer problems and more positive behaviours.

Lyons *et al.* (1993) examined the relationship between maternal and infants measures of interaction, infant attachment and child behaviour problems at age five. Disorganised – disorientated attachment status and maternal psychosocial problems were the strongest predictors of deviant levels of hostile peer behaviour.

Herrenkohl *et al.* (1995) found that preschool children's behavioural functioning was mot strongly differentiated by the socio-cultural and family climate in which the child was raised, with physical and emotional maltreatment being significant but less powerful influences.

Honig and Park (1995) in their ratings of emotional responsiveness of preschool children found more aggression among males than females but no interaction effects of group care entry status and sex of child were found.

Tucker and Fox (1995) reported mildly handicapped preschoolers as displaying higher levels of internalizing and total behaviour problems when compared with nonhandicapped preschoolers.

According to Hawkins (1996) pre school children with conduct problems will likely continue to exhibit some maladjustment in adolescence and adulthood. A high rate of aggression and noncompliance in toddlers can be predictive of serious antisocial problems later in life.

Mackenzie *et al.*, (1996) collected data on natural rates of compliance of pre school children in day care centres and found that overall compliance increased with age, that children were more compliant to direct requests than to indirect or group requests and that girls were not significantly more compliant than boys.

Morris (1997) reported parent-child relationship as a predictor of behaviour problems in preschool children. Low maternal responsiveness and demanding behaviour of mothers were associated with overall behaviour problems of children.

Nadagouda and Krishnaswamy (1996) in their study on 135 mothers of preschool children found that aggressiveness, stubbornness and temper tantrums were the most prevalent behaviour problems among pre-school children.

CONCLUSION

Many studies have revealed the role of pre schools and its influence on the behaviour of pre school children. A comparative study of the behaviour problems shown by the children in the different types of pre schools have not been attempted and a psychological measure to handle these problems were not attempted and hence the study.

METHODOLOGY

This chapter deals with the design of the study which is described under the follows heads.

- A. Variables of the study
- B. Tools used for collection of data
- C. Sample for the study
- D. Procedure for collection of data
- E. Scoring and consolidation of data
- F. Statistical techniques used

A. VARIABLES OF THE STUDY

The main variable of the present study is 'Behaviour Problems' of pre-school children. It is treated as the dependent variable.

The following variables are treated as the criterion variables.

- 1. Type of supporting system
- 2. Gender
- 3. Socio-economic status
- 4. Maternal employment status

B. TOOLS USED FOR COLLECTION OF DATA

For collecting data, the following tools were used.

1. Child Behaviour Inventory
2. Questionnaire on the measures used by mothers and pre-school teachers/care takes in handling the behaviour problems.

Description of the tools

1. Child Behaviour Inventory

The Child Behaviour Inventory is intended to collect data regarding the type of behaviour problems shown by pre-school children. The tool is developed by the investigators in consultation with child psychologists and teachers/care takers of pre-schools.

While collecting literature on behaviour problems of preschool children, many studies have suggested that information from mothers correlate well with the observational studies made in the home. (Coleman *et. al.*, 1977; Dunn, 1978; Chamberlin, 1988). Teacher rankings and teacher ratings have also been reliably used in studying preschool child behaviours in a good number of studies (Behar, 1977; Spike *et al.*, 1992; Feil *et al.*, 1993). Feil *et al.* (1995) identified that the critical factors in the assessment of young children with behaviour problems should

include measuring the frequency and intensity of problem behaviours relative to a normative context and utilising multiple methods and multiple sources.

The Child Behaviour Inventory (CBI) designed to collect the data on behaviour problems of pre-school children for the present study is modelled after the common Problem Behaviour Checklist developed by Nadagouda and Krishnaswamy (1996). While developing the tool the available literature on other related tools such as Rutter's Child Behaviour Questionnaire (Rutter, 1967). The Preschool Behaviour Questionnaire (Behar, 1977) and the Child Behaviour Checklist (Achenback and Edelbrock, 1983) were reviewed.

The problem areas and the behaviour problems were identified based on the reviewed literature and discussion with experts. The major problem areas were studied in detail. Five major problem areas namely Health problems, Problems of muscle control, Speech problems, Emotional problem and Social problems were identified (Hurlock, 1970). Health problems include certain behaviour problems such as refusal to food, sleeping problems, bed wetting, thumb sucking, nightmares etc. Behaviour problems such as stammering, shuttering etc. come under speech problems. Emotional problems include certain behaviour such as shyness, specific fears, jealousy, stubbornness, excessive crying, over sensitivity, tempertantrums etc. Certain behaviour problems like aggressiveness, negativism, lying, stealing etc., are coming under the area of social problems. Studies have revealed that all these problems are due to the

psychological disturbances in the child's life, his environment and parental pressures and criticisms.

From the above problem areas, initially twenty five problem behaviours were identified. After discussion with experts some problem behaviours which were not easy to identify were deleted. Finally twenty problem behaviours were selected as the most commonly seen among pre-school children in Kerala.

The common behaviour problems are listed below.

1. **Shyness:** Difficulty in interacting with others due to shyness. It is a type of fear that occurs when a child is with a stranger or with a familiar person in an unfamiliar garment or in an unfamiliar situation. Shyness is always aroused by people. It becomes a problem if it is extremely intense and frequent. If so, it may lead to generalised timidity that affects children's social relationships.
2. **Oversensitivity:** Display of rage, displeasure etc. at the slightest provocation and the tendency to cry.
3. **Nail biting:** Biting one's nails while engaged in any thought process related to jealousy, feeling of inferiority, etc.
4. **Aggressiveness:** Tendency to be aggressive towards friends, siblings and others; tendency to destroy objects etc.

5. **Refusal to food:** Lack of interest in taking food
6. **Bed-wetting:** Urinating during sleep
7. **Negativism:** To be disobedient to parents, teachers, and other elders.
8. **Selfishness:** Refusal to share toys, food etc. with others.
9. **Stammering:** It is a dead locking of speech, caused by the tightening of the vocal muscles resulting from severe emotional tension.
10. **Lying:** Telling lies due to fear of punishment, disapproval or ridicule.
11. **Specific fears:** Unreasonable fear of particular persons, objects, creatures, insects etc.
12. **Stubbornness:** To be over concerned with the fulfillment of one's desires whether right or wrong and however insignificant they may be.
13. **Jealousy:** Jealousy towards friends, siblings, etc.
14. **Nightmares:** Waking up from sleep due to bad dreams.
15. **Temper tantrum:** Violent emotional reactions like self-flagellation, throwing of things etc. in order to get things done.
16. **Restlessness:** A state of always moving about, never to sit freely during the wake hours.

17. **Withdrawal:** Tendency to keep aloof from others, to show disinterest in plays and games, to get away from studies etc.
18. **Stealing:** Tendency to take away other children toys, pencils, erasers etc., without their permission.
19. **Excessive crying:** It means crying more than is normal for a child's age and level of development.
20. **Learning problems:** Difficulty in saying and repeating nursery rhymes, stories etc.

Thus by incorporating these behaviour problems an inventory was developed.

The first part of the inventory is intended to collect information such as sex and age of preschoolers, the type of preschool used, locality of the preschool and socio-economic status of parents of preschoolers. The second part is used to identify the problem behaviours of the pre-school children as rated by their mothers and teachers.

The education, occupation and income of parents give an index of the socio-economic status of the family.

Method adopted for weighing the various categories

a) Parental Education

The level of education of parents is divided into seven categories which beings from the illiterate to post graduate level. The illiterate is awarded 5 points, 10 points to those who have education from standard 1 to IV, 15 points for standard V to VII, 20 points for standard VIII to X, 25 points for pre-university, pre-degree, T.T.C. etc., 30 points to graduates and diploma holders and 35 points of all post graduates including medicine, engineering, L.L.B. and C.A. degree holders.

b) Parental Occupation

The different occupations are classified into six categories. They are the following:

(i) Unemployed (5 scores)

Those who are having no work at all.

(ii) Unskilled (10 scores)

Coolies, ordinary labourers, watchman, peons, etc. will form the unskilled labourers.

(iii) Semi skilled (15 scores)

Farmers, small merchants, laboratory attenders, etc. will come under this category.

(iv) Skilled (20 scores)

Mechanics, fitters, electricians, drivers, photographers, document writers, policemen, laboratory assistants, vakil clerks, village officers, and the like will fall under this category.

(v) Semiprofessionals (25 scores)

Chemists, druggists, qualified, nurses, teachers, managers, superintendents of offices, minor businessmen, contractors, assistant educational officers, block development officers, officers of sub-district levels, public health workers etc. are the semiprofessionals.

(vi) High professionals (30 scores)

Ministers, judges, bank executives, doctors, engineers, lawyers, university level teachers, heads of research organisations, heads of government departments, secretaries of government, business executives and the like.

c) Parental Income

The income level is divided into six categories.

- | | | |
|-------|------------------------|-----------|
| (i) | Below Rs. 1000/- | 5 points |
| (ii) | Rs. 1001 to Rs. 2500/- | 10 points |
| (iii) | Rs. 2501 to Rs. 4000/- | 15 points |

- | | | |
|------|------------------------|-----------|
| (iv) | Rs. 4001 to Rs. 5500/- | 20 points |
| (v) | Rs. 5501 to Rs. 7000/- | 25 points |
| (vi) | Rs. 7001 and above | 30 points |

The scores of education, occupation and income of father and mother were added and the means taken as an index of socio economic status score of each child.

A description of the scoring of the variables parental education, parental occupation and parental income is given in Table 1.

TABLE 1
Scoring scheme of the socio-economic status

Sl. No.	Education level	Score	Occupation level	Score	Income level	Score
1.	Illiterate	5	Unemployed	5	Below Rs. 1000/-	5
2.	I-IV	10	Unskilled	10	Rs. 1000--2500/-	10
3.	V-VII	15	Semiskilled	15	Rs.2500-4000/-	15
4.	VIII-X	20	Skilled	20	Rs. 4001-5500/-	20
5.	P.D.C./T.T.C	25	Semiprofessional	25	Rs.5501-7000/-	25
6.	BA/B.Sc/BCom/ Eng. Diploma	30	High professional	30	Rs.7001and above	30
7.	MA/M.Sc./ M.Com./MBBS/ M.Ed. Ph.D.	35				

The second part of inventory is intended to identify the common behaviour problems among preschool children. Provision for marking the response to each problem behaviour is given in the inventory itself.

Scoring procedure

The respondents (mothers and teachers of preschoolers) are to answer in a three point scale with any one of the responses like 'often' 'sometimes' and 'never'. The frequencies of the responses were counted and the respective percentage was calculated for identification of behaviour problems. If the behaviour problems occurred in the child never a score of 'zero' is given. If the problem occurred 'sometimes' a score of 'one' is assigned and a score of 'two' is assigned in cases where the behaviour problem occurred 'often'.

Reliability

The reliability coefficient of the tool was computed by the test-retest method with an interval of three weeks. The coefficient of correlation was found to be 0.85 (N=30). This suggests that the tool is reliable to measure the behaviour problems of preschool children.

Validity

Behaviour problems were selected after a thorough content overview, discussion with experts and scrutiny by the child psychologists. Thus the content

validity of the tool was established. The responses of the teachers and mothers were cross checked and the validity was further established.

The Child Behaviour Inventory is presented as Appendix I.

2. Questionnaire on the measures used by mothers and pre-school teachers in handling the behaviour problems

A questionnaire was developed by the investigators for finding out the methods used by mothers and teachers of the pre-schoolers in handling the behaviour problems. Psychologists such as Fitz (1969), Mehta (1969), Yamamoto (1972), Kennedy (1975), Ray (1980), Kumar (1988) Nadagonda and Krishnawamy (1996) have suggested a number of measures to deal with behaviour problems of children. Based on their studies and the available literature, the investigators listed eight types of scientific measures to handle different problem behaviours. Five other measures which are unscientific and against psychological principles, but at the same time seemed to be commonly used by mothers were also included. Thus altogether fourteen measures including a provision for no special measures were listed. The first eight measures are scientific and the rest unscientific.

1. Consoling
2. Convincing
3. Persuading
4. Protecting child from feared situation

5. Self controlled and tolerant behavior
6. Ignoring
7. Consulting doctor
8. Consulting teacher
9. Physical punishment
10. Frightening / threatening
11. Scolding
12. Satisfying child's demands.
13. Applying ash
14. No measures.

Thus the questionnaire consists of the twenty behaviour problems and the fourteen common measures used in handling them given in a mixed order. The mothers and teachers were asked to note down each behaviour problem and the measures used by them in handling that problem from the list of measures given. Using a tick mark they have to reveal the measures used by them in handling each behaviour problem. An open question was also included in the questionnaire to elicit any other measures used by them in handling the given behaviour problem.

The questionnaire on the measures used by mothers and pre-school teachers in handling the behaviour problems in Malayalam is given as Appendix II and its English version as Appendix III.

C. SAMPLE FOR THE STUDY

The study was conducted on a sample of 100 preschool children and their mothers belonging to Malappuram district. For ensuring reliability and validity, of results only those children of the age group of 4+ years and their mothers were included in the sample. The required data was collected from both the mothers and teachers/caretakers of the preschoolers. For collecting data, a ward form Thenhipalam panchayat of Malappuram district which is having the maximum number of different types of pre-schools was selected. In the select ward, there are three Anganwadis, two Malayalam Medium Nursery Schools and one English Medium Nursery School.

D. PROCEDURE FOR COLLECTION OF DATA

The data for the present study was collected from mothers and teachers/caretakers of preschoolers belonging to the three Anganwadis, two Malayalam Medium Nursery schools and the one English Medium Nursery school belonging to the select ward. The investigators personally contacted the teachers/caretakers of these preschools in advance and with their help made arrangements for meetings with mothers of the pre-schoolers. A time schedule was prepared for conducting meetings in the six preschools.

In the scheduled meetings, each mother was personally contacted. After establishing rapport with the mothers, the need and significance of the study was

explained to the whole group. The Child Behaviour Inventory and the Questionnaire on measure used for handling behaviour problems were distributed. The mode of marking response was also explained. Uneducated mothers in the sample were assisted in ticking the inventory and questionnaire. The teachers/care takers were also required to supply data regarding each child. The filled response sheets were collected back by the investigators. The investigators also observed the behaviour patterns of the children and the common measures used by the mothers and teachers in dealing with the behaviour problems.

E. SCORING AND CONSOLIDATION OF DATA

As the study was to identify the behaviour problems, each response sheet was analysed, carefully and since comparison of strata was intended, the total sample was conveniently grouped on the basis of type of supporting systems utilised, sex, maternal employment status and socio-economic status.

Incomplete response sheets were deleted. Response sheets complete in all respects were scored as per the scoring procedure mentioned earlier. The responses were counted and percentage was calculated. If a behaviour occurred 'often' it is considered as a behaviour problem. Data given by teachers/care takers were used for cross checking the responses given by the mothers. The final

sample consisted of 100 preschoolers and the details of the final sample is given in Table 2.

TABLE 2
Details of the Final Sample

Pre-school		Boys	Girls	Total
Anganwadi		14	31	45
Med. School	Nursery	10	20	30
Med. School	Nursery	11	14	25
		35	65	100

F. STATISTICAL TECHNIQUES USED

The following statistical techniques were used for analysing the data.

1. Computation of percentages of scores

This was done to examine the type of behaviour problems of pre-schoolers as a whole and when categorised on the basis of type of supporting systems, gender, socio-economic status and maternal employment status.

The most common measures used by mothers for handling the various behaviour problem of preschoolers were also computed using percentage.

2. Test of Significance of difference between means.

In order to compare the behaviour problems observed among the relevant sub-groups, the data obtained was subjected to Leven's Test of significance for unequal samples using the SPSS computer programme.

The difference between the mean scores is considered to be significant at 0.05 level or at 0.01 level depending on whether the t-value obtained exceeds 1.96 or 2.58 respectively.

ANALYSIS

This chapter deals with the analysis of data and discussion of results based on it. The analysis is described under the following heads:

- I. EXAMINATION OF THE TYPE OF BEHAVIOUR PROBLEMS
- II. COMPARISON OF BEHAVIOUR PROBLEMS
- III. INVESTIGATION OF MEASURES USED FOR HANDLING BEHAVIOUR PROBLEMS
- IV. SUGGETION OF GUIDELINES FOR HANDLING BEHAVIOUR PROBLEMS

I. EXAMINATION OF THE TYPE OF BEHAVIOUR PROBLEMS

In this section of the analysis an examination of the prevalence of select behaviour problems among pre-school children for the total sample and the relevant sub-samples has been attempted. For this purpose, percentage analysis of each problem behaviour was done. The frequency of each behaviour problem and its corresponding percentage was estimated for the response 'often'.

The extent of the select behaviour problems among pre-school children for the total sample and the sub-samples categorised on the basis of type of supporting system, gender, socio-economic status of parents and maternal employment status are presented below.

1) Estimation of the Prevalance of Select Behaviour Problems among Pre-schoolers for the Total Sample

In order to find out the extent of behaviour problems among the total sample of pre-schoolers, the frequency and percentage of each behaviour problem for the total sample were estimated.

The details of frequencies and corresponding percentage are presented in Table 3.

TABLE 3
Details of the Select Behaviour Problems
among Pre-school Children for the Total Sample (N = 100)

Sl. No.	Behaviour Problems	Frequency	Percentage
1.	Shyness	14	14
2.	Oversensitivity	27	27
3.	Nail biting	15	15
4.	Aggressiveness	14	14
5.	Refusal to food	29	29
6.	Bed wetting	12	12
7.	Negativism	17	17
8.	Selfishness	13	13
9.	Stammering	7	7
10.	Lying	13	13
11.	Specific fears	15	15
12.	Stubbornness	21	21
13.	Jealousy	5	5
14.	Nightmares	18	18
15.	Temper tantrum	16	16
16.	Restlessness	24	24
17.	Withdrawal	10	10
18.	Stealing	1	1
19.	Excessive crying	14	14
20.	Learning problems	12	12

From Table 3 it is observed that out of 100 pre-school children selected, 20 percent shows the problem of refusal to food, 27 percent shows oversensitivity, 24 percent shows the problem of restlessness, 21 percent have the problem of

stubbornness, 18 percent have the problem of nightmares, 17 percent shows negativism, 16 percent temper tantrums and 15 percent each shows nail biting and specific fear. The least prevalent behaviour problem is stealing.

Summary of the behaviour problems among pre-school children in the descending order of prevalence is given in Table 4.

TABLE 4
Summary of the Prevailing Behaviour Problems
among the Select Pre-school Children of Malappuram District

Sl. No.	Behaviour Problems	Percentage
1.	Refusal to food	29
2.	Over sensitivity	27
3.	Restlessness	24
4.	Stubbornness	21
5.	Nightmares	18
6.	Negativism	17
7.	Tempertantrum	16
8.	Nail biting	15
9.	Specific fears	15
10.	Aggressiveness	14
11.	Excessive crying	14
12.	Shyness	14
13.	Lying	13
14.	Selfishness	13
15.	Bed wetting	12
16.	Learning problem	12
17.	Withdrawal	10
18.	Stammering	7
19.	Jealousy	5
20	Stealing	1

INTERPRETATION

From the above results it is revealed that there exists much difference in the frequency of occurrence of the twenty select behaviour problems among pre-school children of Malappuram district. Refusal to food is found to be the most prevalent behaviour problem and stealing to be the least common. Other common problems such as over sensitivity, restlessness, stubbornness, nightmares and temper tantrums are found to be shown by more than 15 percent of preschoolers. All these behaviour problems are to be handled in a scientific manner. Otherwise they may lead to serious personality disorders in adolescence and later years of the individual.

2) Estimation of Percentage of Select Behaviour Problems among Pre-schoolers when categorised on the basis of Type of Supporting System

The frequencies of each behaviour problem and the corresponding percentages were estimated separately for the pre-schoolers belonging to the three types of supporting systems viz., Anganwadis, Malayalam Medium Nursery Schools and English Medium Nursery schools.

Details of the frequencies and percentage of the behaviour problems of preschoolers belonging to Anganwadis, Malayalam Medium Nursery Schools (MMNS) and English Medium Nursery School (EMNS) are presented in Table 5.

TABLE 5

**Details of the Select Behaviour Problems among
Preschoolers when Categories on the Basis of Type of Supporting System**

Sl. No.	Behaviour Problem	Anganwadis (N=45)		M.M.N.S. (N=30)		E.M.N.S (N=25)	
		Fre-quency	Per-centage	Fre-quency	Per-centage	Fre-quency	Per-centage
1.	Shyness	10	22.22	3	10	1	4
2.	Over-sensitivity	16	35.56	7	23.33	4	16
3.	Nail biting	7	15.56	7	23.33	1	4
4.	Aggressiveness	10	22.22	2	6.67	2	8
5.	Refusal to food	13	17.78	9	30	7	28
6.	Bed-wetting	7	15.56	3	10	2	8
7.	Negativism	13	17.78	2	6.67	2	8
8.	Selfishness	11	24.44	2	6.67	0	0
9.	Stammering	6	13.33	1	3.33	0	0
10.	Lying	10	22.22	3	10	0	0
11.	Specific fears	10	22.22	2	6.67	3	12
12.	Stubbornness	13	17.78	6	20	2	8
13.	Jealousy	4	8.89	1	3.33	0	0
14.	Nightmares	16	35.56	1	3.33	1	4
15.	Tempertantrum	8	17.78	6	20	2	8
16.	Restlessness	12	26.67	8	26.67	4	16
17.	Withdrawal	9	20	1	3.33	0	0
18.	Stealing	1	2.22	0	0	0	0
19.	Excessive crying	8	17.78	4	13.33	2	8
20.	Learning problems	12	26.67	0	0	0	0

It is revealed from Table 5 that the percentage of prevalence of the select behavior problems vary considerably among the pre-school children belonging to the different types of supporting systems viz., Anganwadis, Malayalam Medium Nursery Schools and English Medium Nursery School.

The twenty behaviour problems in their decreasing order of prevalence among the three types of preschools is presented in Table 6.

TABLE 6
Summary of the Prevailing Behaviour Problems among Pre-school
Children of Anganwadis, Malayalam Medium Nursery Schools and English Medium Nursery Schools

Behaviour Problems with Percentage						
Sl. No.	Anganwadis		Malayalam Medium Nursery schools		English Medium Nursery Schools	
1.	Oversensitivity	35.56	Refusal to food	30	Refusal to food	28
2.	Nightmares	35.56	Restlessness	26.67	Restlessness	16
3.	Restlessness	26.67	Oversensitivity	23.33	Oversensitivity	16
4.	Learning Problems	26.67	Nail biting	23.33	Specific fears	12
5.	Selfishness	24.44	Temper tantrum	20	Temper tantrum	8
6.	Lying	22.22	Stubbornness	20	Stubbornness	8
7.	Specific fears	22.22	Excessive crying	13.33	Excessive crying	8
8.	Aggressiveness	22.22	Lying	10	Aggressiveness	8
9.	Shyness	22.22	Shyness	10	Bedwetting	8
10.	Withdrawal	20	Bed wetting	10	Negativism	8
11.	Temper tantrum	17.78	Selfishness	6.67	Shyness	4
12.	Stubbornness	17.78	Specific fears	6.67	Nail biting	4
13.	Excessive crying	17.78	Negativism	6.67	Nightmares	4
14.	Negativism	17.78	Aggressiveness	6.67	Selfishness	0
15.	Refusal to food	17.78	Nightmares	3.33	Lying	0
16.	Nail biting	15.56	Withdrawal	3.33	Withdrawal	0
17.	Bed wetting	15.56	Stammering	3.33	Stammering	0
18.	Stammering	13.33	Jealousy	3.33	Jealousy	0
19.	Jealousy	8.89	Learning Problems	0	Learning problems	0
20.	Stealing	2.22	Stealing	0	Stealing	0

INTERPRETATION

It could be inferred from Table 6 that much similarities exist between the behaviour problems of Malayalam Medium and English Medium Nursery Schools. At the same time these two groups differ from the Anganwadi group in the frequency of occurrence of the various behaviour problems.

While refusal to food is the most common behaviour problem of Malayalam medium and English Medium preschoolers, it is not such a common problem of the Anganwadi group. The comparatively lower socio-economic status of their parents and poorer life conditions including lack of nutritious food for the Anganwadi group might be a significant factor in this regard.

Also the learning problems shown commonly by the Anganwadi group is not at all a problem for the Malayalam Medium and English Medium Nursery School groups. Such a difference could only be attributed to the comparatively lower socio-economic status especially the low educational qualifications of parent of the Anganwadi groups.

Among the twenty behaviour problems, restlessness and oversensitivity are found to be serious behaviour problems for the three categories of preschool children viz., Anganwadi, Malayalam Medium and English Medium groups. At the same time stammering, jealousy and stealing are found to be the least prevalent behaviour problems for all the three groups. An examination of the percentage of various behaviour problems among the three groups reveal more

problem behaviours among the Anganwadi group followed by the Malayalam Medium Nursery School group and the English Medium group with least problem behaviours. The results could be interpreted only on the grounds of higher educational qualifications, income and occupational status of parents of the English Medium and Malayalam Medium Nursery School groups when compared with the Anganwadi group.

3) Estimation of Percentage of Select Behaviour Problems among Pre-Schoolers when Categorised on the basis of Gender

The frequencies of each behaviour problem for boys and girls were found out. Then the corresponding percentages were estimated and examined. Details of the behaviour problems of pre-schoolers when categorised on the basis of sex are presented in Table 7.

TABLE 7

**Details of the Select Behaviour Problems among
Preschoolers when Categorised on the Basis of Gender**

Sl. No.	Behaviour Problem	Boys (N = 35)		Girls (N = 65)	
		Frequency	Percentage	Frequency	Percentage
1.	Shyness	4	11.43	10	15.54
2.	Oversensitivity	12	34.29	15	23.08
3.	Nail biting	7	20	8	12.31
4.	Aggressiveness	7	20	7	10.77
5.	Refusal to food	9	25.71	20	30.77
6.	Bed-wetting	6	17.14	6	9.23
7.	Negativism	8	22.86	9	13.85
8.	Selfishness	5	14.29	8	12.31
9.	Stammering	2	5.71	5	7.69
10.	Lying	4	11.43	9	13.85
11.	Specific fears	6	17.14	9	13.85
12.	Stubbornness	12	34.29	9	13.85
13.	Jealousy	1	2.86	4	6.15
14.	Nightmares	2	5.71	16	24.62
15.	Tempertantrum	9	25.71	7	10.77
16.	Restlessness	12	34.29	12	18.46
17.	Withdrawal	5	14.29	5	7.69
18.	Stealing	0	0	1	1.54
19.	Excessive crying	6	17.14	8	12.31
20.	Learning problems	3	8.57	9	13.85

From Table 7 it is observed that out of 35 boys of the pre-schools of Malappuram district, 34.29 percent have the problems of oversensitivity, restlessness and stubbornness, 25.71percent have the problems of temper tantrums and refusal to food, 22.86 percent have the problem of negativism, 20 percent have the problems of aggressiveness and nail biting, 17.14 percent have the problems of excessive crying, specific fears and bed wetting, and other problem behaviours prevailing in less than 15 percent of the sample. The problem of stealing is not found common among the select boys.

Among girls 30.77 percent show the problem of refusal to food, 24.62 percent show the problem of nightmares, 23.08 percent show oversensitivity, 18.46 percent show restlessness and all other behaviour problems prevailing in less than 15 percent of the sample with the problem of stealing being the least prevalent with occurrence only in 1.54 percent.

Summary of the percentage of the prevailing behaviour problems among boys and girls in their decreasing order of occurrence is given in Table 8.

TABLE 8

**Summary of the Prevailing Behaviour
Problems among Preschool Boys (N=35) and Girls (N=65)**

Sl. No.	Behaviour Problems with Percentage			
	Boys (N = 35)		Girls (N = 65)	
1.	Oversensitivity	34.29	Refusal to food	30.77
2.	Restlessness	34.29	Nightmares	24.62
3.	Stubbornness	34.29	Oversensitivity	23.08
4.	Refusal to food	25.71	Restlessness	18.46
5.	Temper tantrum	25.71	Shyness	15.54
6.	Negativism	22.86	Stubbornness	13.85
7.	Aggressiveness	20	Specific fears	13.85
8.	Nail biting	20	Negativism	13.85
9.	Bed-wetting	17.14	Lying	13.85
10.	Specific fears	17.14	Learning problems	13.85
11.	Excessive crying	17.14	Nail biting	12.31
12.	Withdrawal	14.29	Excessive crying	12.31
13.	Selfishness	14.29	Selfishness	12.31
14.	Shyness	11.43	Tempertantrum	10.77
15.	Lying	11.43	Aggressiveness	10.77
16.	Learning problems	8.57	Bed wetting	9.23
17.	Nightmares	5.71	Withdrawal	7.69
18.	Stammering	5.71	Stammering	7.69
19.	Jealousy	2.86	Jealousy	6.15
20.	Stealing	0	Stealing	1.54

INTERPRETATION

Table 8 reveals that boys and girls of preschools vary greatly in their behaviour problems. Oversensitivity, restlessness, stubbornness, refusal to food, temper tantrums and negativism are the more prevalent behaviour problems among boys. Refusal to food, nightmares, oversensitivity, restlessness, shyness etc. are the common behaviour problems among girls. Problems such as nightmares, shyness, aggressiveness, temper tantrums etc. show remarkable variation in their percentage of prevalence between boys and girls. The percentage of temper tantrums and aggressiveness are much higher for boys when compared with girls, other problem behaviours like nightmares and shyness are more common among girls and rarely seen among boys.

Remarkable similarity between boys and girls is noted with regard to the least prevalent behaviour problems. In both groups stammering, jealousy and stealing are rarely seen.

4) Estimation of Percentage of Select Behaviour Problems among Preschoolers when categorised on the basis of Socio-economic Status of Parents

On the basis of socio-economic status of parents pre-school children were categorised into three groups viz., Low-Socio-economic Status (L-SES), Average-Socio-economic Status (A-SES) and High-Socio-economic Status (H-SES) groups. This categorisation was done using the conventional procedure of 'σ' distance

from 'mean'. The number of subjects in the L-SES, A-SES and H-SES groups are 12, 72 and 16 respectively.

The frequencies of the select behaviour problems of preschoolers of L-SES, A-SES and H-SES groups were found out and the respective percentage estimated.

Details of the behaviour problems of pre-school children of LSES, A-SES and H-SES groups are presented in Table 9.

TABLE 9
Details of the Select Behaviour Problems among
Preschoolers when Categories on the Basis of Socio-Economic Status of Parents

Sl. No.	Behaviour Problems	L-SES (N=12)		A-SES(N=72)		H-SES (N=16)	
		Fre-quency	Per-centage	Fre-quency	Per-centage	Fre-quency	Per-centage
1.	Shyness	2	16.67	12	16.67	0	0
2.	Over-sensitivity	5	41.67	22	30.56	0	0
3.	Nail biting	2	16.67	12	16.67	1	6.25
4.	Aggressiv- eness	6	50	7	9.72	1	6.25
5.	Refusal to food	5	41.67	18	25	6	37.5
6.	Bed-wetting	3	25	6	8.33	3	18.75
7.	Negativism	6	50	11	15.28	0	0
8.	Selfishness	5	41.67	8	11.11	0	0
9.	Stammering	3	25	4	5.56	0	0
10.	Lying	7	58.33	6	8.33	0	0
11.	Specific fears	5	41.67	8	11.11	2	12.5
12.	Stubbornness	5	41.67	6	8.33	10	62.5
13.	Jealousy	1	8.33	4	5.56	0	0
14.	Nightmares	5	41.67	13	18.06	0	0
15.	Temper tautum	4	33.33	11	15.28	1	6.25
16.	Restlessness	6	50	17	23.61	1	6.25
17.	Withdrawal	4	33.33	6	8.33	0	0
18.	Stealing	1	8.33	0	0	0	0
19.	Excessive crying	3	25	10	13.89	1	6.25
20.	Learning problems	5	41.67	7	9.72	0	0

It is observed from Table 9 that the percentage of the 20 select behaviour problems show much variations between the three groups of pre-school children formed on the basis of socio-economic status of their parents. The highest percentage of all the behaviour problems except stubbornness is found in the L-SES group. Stubbornness is most prevalent among the H-SES group. The percentage of behaviour problems of the A-SES group is found to be in between that of the extreme groups in almost all other behaviour problems.

A summary of the percentage of the behaviour problems among L-SES, A-SES and H-SES groups in the descending order of prevalence is presented in Table 10.

TABLE 10
Summary of the Prevailing Behaviour Problems
among Pre-school Children belonging to the Three Levels of SES

Behaviour Problems with Percentage						
Sl. No.	Low - SES (N=12)		Average - SES (N=72)		High - SES (N=16)	
1.	Lying	58.33	Oversensitivity	30.56	Stubbornness	62.5
2.	Restlessness	50	Refusal to food	25	Refusal to food	37.5
3.	Aggressiveness	50	Restlessness	23.61	Bed-wetting	18.75
4.	Negativism	50	Nightmares	18.06	Specific fear	12.5
5.	Oversensitivity	41.67	Shyness	16.67	Aggressiveness	6.25
6.	Refusal to food	41.67	Nail biting	16.67	Nail biting	6.25
7.	Learning problems	41.67	Temper tantrum	15.28	Tempertantrum	6.25
8.	Stubbornness	41.67	Negativism	15.28	Excessive crying	6.25
9.	Specific fears	41.67	Excessive crying	13.89	Restlessness	6.25
10.	Selfishness	41.67	Specific fear	11.11	Oversensitivity	0
11.	Nightmares	41.67	Selfishness	11.11	Shyness	0
12.	Temper tantrums	33.33	Aggressiveness	9.72	Nightmares	0
13.	Withdrawal	33.33	Learning problem	9.72	Negativism	0
14.	Bed -wetting	25	Stubbornness	8.33	Selfishness	0
15.	Excessive crying	25	Lying	8.33	Learning problem	0
16.	Stammering	25	Bed-wetting	8.33	Lying	0
17.	Shyness	16.67	Withdrawal	8.33	Withdrawal	0
18.	Nail biting	16.67	Stammering	5.56	Stammering	0
19.	Jealousy	8.33	Jealousy	5.56	Jealousy	0
20.	Stealing	8.33	Stealing	0	Stealing	0

INTERPRETATION

It can be concluded from Table 10 that the L-SES group have the maximum number of behaviour problem and also the percentage of prevalence of almost all the problems is highest for them. The HSES group have the least number of problem behaviours and also the percentage of prevalence is least for them except in stubbornness, refusal to food, bed-wetting and specific fear.

The noticeable higher percentage of stubbornness among the H-SES group might be due to the excessive pampering received by them. The influence of higher socio-economic status of parents and better living conditions on behaviour of preschoolers is quite evident from the fewer number of behaviour problems and lower percentage of the prevailing problems among this group. The higher educational status of the parents and better knowledge of child rearing practices along with proper handling of behaviour problems of the youngsters could also bring about such result.

The low socio-economic status of parents, poor living conditions, poor educational status, lack of proper knowledge regarding child rearing practices and improper handling of child behaviours by parents of the low socio-economic status group could be attributed as reasons for more number of behaviour problems among the L-SES group.

5) Estimation of Percentage of Select Behaviour Problems among Pre-schoolers when Categorised as Children of Working/Non-working Mothers

The total sample of pre-school children were categorised into two groups based on whether their mothers are working or non-working. In this categorisation a mother who is engaged in full-time employment outside the home, either in government, semi-government or private services is considered as a working mother and a non-working mother is one who is not engaged in full-time or part-time employment outside the home. Thus there were 20 pre-school children of working mothers and 80 who were children of non-working mothers.

The frequencies and corresponding percentages of the behaviour problems of pre-school children of working and non-working mothers were separately estimated. The details of the frequencies and percentages of behaviour problems is presented in Table 11.

TABLE 11

**Details of the Select Behaviour Problems among
Pre-school children of Working (N=20) and Non-Working Mothers (N=80)**

Sl. No.	Behaviour Problems	Children of Working Mothers (N=20)		Children of Non-Working Mothers (N=80)	
		Frequency	Percentage	Frequency	Percentage
1.	Shyness	0	0	14	17.5
2.	Oversensitivity	3	15	24	30
3.	Nail biting	2	10	13	16.25
4.	Aggressiveness	1	5	13	16.25
5.	Refusal to food	6	30	23	28.75
6.	Bed-wetting	3	15	9	11.5
7.	Negativism	0	0	17	21.25
8.	Selfishness	0	0	13	16.25
9.	Stammering	0	0	7	8.75
10.	Lying	1	5	12	15
11.	Specific fears	2	10	13	16.25
12.	Stubbornness	1	5	20	25
13.	Jealousy	0	0	5	6.25
14.	Nightmares	3	15	15	18.75
15.	Tempertantrum	1	5	15	18.75
16.	Restlessness	3	15	21	26.25
17.	Withdrawal	0	0	10	12.5
18.	Stealing	0	0	1	1.25
19.	Excessive crying	1	5	13	16.25
20.	Learning problems	0	0	12	15

Table 11 shows that the frequency and percentage of each behaviour problem differ between pre-school children of working and non-working mothers. Children of working mothers are found to have less number of behaviour problems. The percentage of behaviour problems is found to be less for children of working mothers except in the cases of refusal to food and bed-wetting.

Summary of the percentage of behaviour problems of preschoolers of working and non-working mothers in the decreasing order of prevalence is given in Table 12.

TABLE 12
**Summary of the Prevailing Behaviour Problems among
 Pre-school Children of Working and Non-working Mothers**

Behaviour Problem with Percentage				
Sl. No.	Children of Working Mothers (N=20)		Children of Non-working Mothers (N=80)	
1.	Refusal to food	30	Oversensitivity	30
2.	Restlessness	15	Refusal to food	28.75
3.	Oversensitivity	15	Restlessness	26.25
4.	Nightmares	15	Stubbornness	25
5.	Bed-wetting	15	Negativism	21.25
6.	Specific fears	10	Temper tantrum	18.75
7.	Nail biting	10	Nightmares	18.75
8.	Temper tantrum	5	Shyness	17.50
9.	Aggressiveness	5	Aggressiveness	16.25
10.	Stubbornness	5	Specific fears	16.25
11.	Excessive crying	5	Nail biting	16.25
12.	Lying	5	Excessive crying	16.25
13.	Shyness	0	Selfishness	16.25
14.	Negativism	0	Learning problems	15
15.	Selfishness	0	Lying	15
16.	Stammering	0	Withdrawal	12.50
17.	Withdrawal	0	Bed-wetting	11.50
18.	Learning problems	0	Stammering	8.75
19.	Jealousy	0	Jealousy	6.25
20.	Stealing	0	Stealing	1.25

INTERPRETATION

Table 12 reveals that pre-school children of working mothers are having fewer number of behaviour problems than those of non-working mothers. Also the percentage of the behaviour problems shown by children of working mothers are much less than the percentage shown by the other group except in the cases of refusal to food and bed-wetting. However the most prevalent and least prevalent behaviour problems shown by both groups are almost similar.

30 percent of pre-school children of working mothers show refusal to food, 15 percent each show restlessness, oversensitivity, nightmares and bed-wetting. 10 percent each show specific fears and nail biting. Temper tantrum, stubbornness, aggressiveness, excessive crying and lying are shown by only five percent each of preschoolers of working mothers. Eight of the other behaviour problems were not observed among this group.

Among the children of non-working mothers oversensitivity was observed among 30 percent, refusal to food among 28.75 percent, restlessness among 26.25 percent, stubbornness among 25 percent and negativism among 21.25 percent. All other behaviour problems were shown by less than 20 percent with the least common behaviour problem being stealing found only in 1.25 percent.

The difference between pre-school children of working and non-working mothers with regard to their number of problem behaviour and corresponding percentage could be attributed to their difference in SES. Those preschoolers

belonging to the High-SES group are mostly children of working mothers. Also not even a single case of children of working mothers is found to be belonging to the Low-SES group. So it could be concluded that the better living conditions, higher educational qualifications, higher occupational status and better income of the working mother group have an indirect positive effect on their children with regard to the number and percentage of their behaviour problems.

II. COMPARISON OF BEHAVIOUR PROBLEMS

In this section of analysis an attempts has been made to compare the extent of behaviour problems between different categories of the total sample of preschool children formed on the basis of type of supporting system, gender, socio-economic status of parents and employment status of mothers as working/non-working.

The total behaviour problem score for each child was estimated by summing up the scores for the responses 'often' and 'sometimes'. The comparison of behaviour problems among different categories of children was done using the Levenes test of significance of mean difference. For this the total behaviour problem scores of children belonging to each group were summed up and the means estimated. Computer facility was availed for comparison of means.

The comparison of behaviour problems among pre-school children categorised on the basis of type of supporting system, gender, socio-economic status and maternal employment status are as follows.

1. **Comparison of Behaviour Problems among Pre-school Children when Categorised on the basis of Type of Supporting System**

Behaviour problem scores of pre-school children belonging to Anganwadis, Malayalam Medium Nursery Schools (MMNS) and English Medium Nursery Schools (EMNS) were put to the test of significance of mean difference and the results were examined.

Data and results of the test of significance of difference between means of total behaviour problem scores of preschool children of the three different types of supporting systems are presented in Table 13.

TABLE 13
Data and Results of Test of Significance of Difference in Mean Scores of Behaviour Problems between Children of Anganwadis, MMNS and EMNS

Supporting system	N	Mean	SD	CR
Anganwadi	45	17.267	6.009	4.63**
MMNS	30	10.733	5.971	0.01
EMNS	25	10.720	3.747	
Anganwadi	45	17.267	6.009	5.61**

** denotes significance at 0.01 level

Table 13 reveals that there exists significant difference in the extent of behaviour problems between Anganwadi children and MMNS children. The critical ratio is 4.63 which is higher than the tabled value of significance at 0.01 level (2.58). Similarly the value of critical ratio for the test of significance of mean difference between behaviour problem scores of Anganwadi children and EMNS children (5.61) also far exceeds the tabled value for significance. At the same time

the critical ratio in the comparison between MMNS and EMNS groups is not at all significant even at 0.05 level.

INTERPRETATION

The test of significance of difference between means of behaviour problem scores among pre-schoolers belonging to Anganwadis, MMNS and EMNS reveal, significant difference between Anganwadi group and the other two groups. The results are favourable to the MMNS and EMNS groups with the EMNS being most advantaged. No significant difference was obtained between MMNS and EMNS groups.

Similar results were obtained while examining the type of behaviour problems among the three categories of preschoolers. The Anganwadi group as a whole are found to have more behaviour problems than the other two groups.

2) Comparison of Behaviour Problems among Pre-school Children when categorised on the basis of Gender

Behaviour problems of boys and girls were compared using two tailed test of significance of difference between means.

The data and results are presented in Table 14.

TABLE 14

Data and Results of Test of Significance of Difference in Mean Scores of Behaviour Problems between Boys and Girls

Gender	N	Mean	SD	CR
Boys	35	15.400	6.916	1.93
Girls	65	12.739	5.904	

From Table 14 it is found that the critical ratio is less than the value of needed for significance even at 0.05 level. This implies that there is no significant difference between boys and girls among preschool children with regard to the extent of behaviour problems among them.

INTERPRETATION

Eventhough variations are found in the type of behaviour problems among boys and girls in Analysis 4.1.3, no significant difference exists between their total behaviour problem scores. The extent of behaviour problems among boys and girls are almost similar with the girls being more advantaged with a lesser mean value for total behaviour problem score.

3. Comparison of Behaviour Problems among Pre-school Children when Categoricalised on the basis of Socio-economic Status of Parents

The behaviour problem scores of pre-school children belonging to the High-SES, Average-SES and Low-SES were subjected to the test of significance of mean difference.

The data and results are given in Table 15.

TABLE 15

Data and Results of Test of Significance of Difference in Mean Scores of Behaviour Problems of Pre-School Children Belonging to the Three Levels of SES

Socio-economic Status	N	Mean	S	C.R
High	16	10.438	2.555	2.97**
Average	72	13.264	5.984	
Low	12	20.417	7.704	3.07**
High	16	10.438	2.555	4.31**

** denotes significance at 0.01 level.

Table 15 reveals significant difference at 0.01 level in all the three cases of tests of significance of difference in mean scores of problem behaviours. The lowest value for critical ratio was obtained in the case of mean difference between High- SES and Average- SES and the highest value was obtained in the test between Low-SES and High -SES. Thus significant difference exist in the extent of

behaviour problems between pre-school children belonging to different levels of socio-economic status.

INTERPRETATION

The results obtained in Analysis 4.1.4 is supported by the test of significance of mean difference attempted in Analysis 4.2.3. Significant differences were noticed in the type of behaviour problems among the pre-schoolers belonging to different levels of socio-economic status. Now it could be concluded that the total score for behaviour problems also show significant difference between the three groups. The LOW-SES group has the greatest extent of behaviour problems and the High-SES group has the least extent. The results emphasize the influence of socio-economic status on behaviour problems of children. Higher SES and better living conditions lead to lesser behaviour problems whereas poor living conditions resulting from Low-SES would result in more behaviour problems. Since socio-economic status is a comprehensive variable additive of paternal and maternal education, occupation and income each of these factor would have its influence on the behaviour problems of pre-school children.

4) Comparison of Behaviour Problems among pre-school children when categorised on the basis of Maternal Employment Status

The means of the behaviour problem scores of pre-school children of working and non-working mothers were put to the test of significance of mean difference.

The data and results of the t-test are presented in Table 16.

TABLE 16

**Data and Results of Test of Significance of
Difference in Mean Scores of Behaviour Problems of
Pre-School Children of Working and Non-Working Mothers**

Sample	N	Mean	SD	CR
Children of Working Mothers	20	10.600	3.085	3.75**
Children of Non-working Mothers	80	14.438	6.752	

** denotes significance at 0.01 level.

Table 16 shows a significant difference in mean scores of behaviour problems between pre-school children of working and non-working mothers. The value of critical ratio is 3.75 which implies a significant difference at 0.01 level.

INTERPRETATION

Results showed remarkable variations in the type of behaviour problems and the percentage of problem behaviour shown between pre-school children of working and non-working mothers. In this part of the analysis the extent of behaviour problems is found to be higher in the case of preschoolers of non-working mothers. So it could be concluded that maternal employment status as

popularly conceived is not having a negative impact on behaviours of young children.

Findings of the present study revealed that maternal employment status is having positive influence on child development with fewer number of behaviour problems among pre-school children of working mothers as compared to their counterparts of non-working mothers.

III. INVESTIGATION OF MEASURES USED FOR HANDLING BEHAVIOUR PROBLEMS

In this part of the analysis an attempt has been made to understand the measures used by mothers of pre-school children for handling their behaviour problems. For this the measures used by 100 mothers were analysed.

Since the problem behaviours stammering, jealousy and stealing were reported only in less than 10 percent of the total sample, the measures used by mothers for handling these problems were not analysed.

Out of 20 select behaviour problems only 17 problems in the decreasing order of prevalence were taken into consideration for analysing the methods used for handling problem by the mothers. The methods of handling of each of the 17 behaviour problem are presented in Table 17.

TABLE 17

Measures used by Mothers for Handling Behaviour Problems of Pre-school Children

Measures Used																	
Sl. No.	Behaviour Problems	a	b	c	d	e	f	g	h	i	j	k	l	m	n	Total	Key
1.	Refusal to food	4	--	2	3	--	15	--	5	--	--	--	--	--	--	29	a) Physical punishment
2.	Oversensitivity	2	5	2	6	--	--	--	--	--	--	--	3	2	7	27	b) Consoling
3.	Restlessness	3	--	7	9	--	--	1	--	--	--	--	--	--	4	24	c) Frightening/threatening
4.	Stubbornness	2	--	--	7	5	--	4	--	--	--	--	--	--	3	21	d) Scolding
5.	Nightmares	2	--	4	2	--	--	--	3	--	2	3	--	--	2	18	e) Convincing
6.	Negativism	5	--	1	4	6	--	--	--	--	--	--	--	--	1	17	f) Persuading
7.	Temper tantrum	5	2	1	1	--	--	3	--	--	--	--	1	2	1	16	g) Satisfying child's demands
8.	Nail biting	5	--	--	4	5	--	--	--	--	--	--	--	--	2	15	h) Consulting with doctor
9.	Specific fears	1	2	--	--	5	--	--	1	--	3	1	--	1	1	15	i) Consulting with teacher
10.	Aggressiveness	4	--	1	4	3	--	--	--	--	--	--	1	--	1	14	j) Protecting child from feared situation
11.	Excessive crying	--	4	1	2	1	--	3	--	--	--	--	1	1	1	14	k) Applying ash
12.	Shyness	1	4	1	4	2	2	--	--	--	--	--	--	--	--	14	l) Self controlled and tolerant behaviour
13.	Lying	3	--	1	3	4	--	--	--	--	--	--	--	--	2	13	m) Ignoring
14.	Selfishness	2	--	--	2	6	--	--	--	--	--	--	1	1	1	13	n) No measures
15.	Bed witing	1	1	--	1	4	--	--	4	--	--	--	--	--	1	12	
16.	Learning problems	--	--	--	--	2	3	--	--	5	--	--	--	1	1	12	
17.	Withdrawal	--	2	--	--	3	2	--	--	2	--	--	--	--	1	10	
	Total	40	20	21	52	46	22	11	13	7	5	4	7	8	28	284	

Table 17 shows that most of the measures used by mothers for handling the behaviour problems of their pre-school children are ineffective in solving them.

For handling refusal to food which was found to be the most commonly occurring problem of pre-schoolers, persuading the child to eat more was adopted by most of the mothers. Consulting doctor, physical punishment, scolding and threatening were also used in decreasing order.

Out of 27 mothers who reported oversensitivity, seven did not take any measures to tackle the problem. Six of them resorted to scolding, five to consoling, three mothers used self controlled and tolerant behaviours and two each used physical punishment, threatening and ignoring.

Regarding restlessness, out of 24 mothers who reported this problem, nine mothers resorted to scolding and seven to threatening. Four of them did not make any effort to help their child. Three mothers used physical punishment and one mother tried to satisfy her child's demands to solve restlessness.

In handling stubbornness seven out of twenty-one mothers used scolding, five used convincing, four mothers tried satisfying their children's demands, three of them didn't take any measures and two mothers used physical punishment.

Regarding nightmares (18), four mothers used frightening, three mothers each consulted the doctor and applied ash on the child and two each resorted to physical punishment, scolding and protecting child from feared situations.

Out of 17 mothers who reported negativism, six resorted to convincing, five used physical punishment, four used scolding, one mother threatened her child while another mother used no measures.

In case of temper tantrum reported by 16 mothers, five of them used physical punishment, three tried satisfying child's demands, two each used consoling and ignoring while one each tried threatening, scolding, self controlled and tolerant behaviours and one mother did not take any measures to solve the problem.

The responses reported as measures for handling nail biting were convincing the child, physical punishment and scolding. One mother did not make any effort to help her child.

Majority of the mothers who reported specific fears, adopted convincing the child, a few other tried to protect the child from the feared situation while others used measures, such as consoling the child, physical punishment, consulting the doctor, applying ash, ignoring and one mother did not take any measure.

To handle aggressiveness, measures like physical punishment, scolding, convincing, threatening, self controlled and tolerant behaviours were adopted by mothers.

Measures such as consoling, satisfying child's demands, scolding, threatening, convincing etc. were used by mothers for handling excessive crying of their children.

Out of 14 mothers who reported shyness in their children, four each used consoling and scolding, two each resorted to convincing and persuading and one each used physical punishment and threatening the child.

Lying was mostly solved by convincing, scolding, physical punishment and threatening. Two mothers did not take any measure to help their children.

Regarding selfishness, out of 13 mothers who reported the problem in their children, six of them used convincing, two each used physical punishment and scolding and one each resorted to self controlled tolerant behaviours and ignoring. One mother did care to solve this problem.

Bed wetting was rightly handled by most of the mothers by convincing the child or consulting the doctor.

For solving learning problems majority of the mothers consulted the teachers of their children, and few others persuaded and convinced their children.

Withdrawal was found only in ten children and three mothers resorted to convincing, two each to consoling, persuading and consulting and one mother did nothing to help her child.

INTERPRETATION

The analysis revealed that most of the measures used by mothers for handling behaviour problems of their pre-school children are unscientific and could only add up the occurrence of these problems. Scolding, convincing and physical punishment were the most common measures resorted by Mothers. Scolding was mostly used by mothers who reported restlessness, stubbornness and oversensitivity in their children. Convincing was more commonly employed when children showed behaviours like negativism, selfishness, nail biting, specific fears and stubbornness. Physical punishment was mostly resorted to solve problems like temper tantrum, negativism, nail biting, refusal to food aggressiveness etc. All these measures and those like persuading the child to eat more when he shows refusal to food would only aggravate the behaviour problems.

It is noticed that the most prevalent problems are handled by majority of the mothers in an unpsychological manner which in turn could be considered as a reason for their wider occurrence. The behaviour problems such as bed-wetting, learning problems and withdrawal which are found in fewer number of children are more properly handled by majority of the mothers.

IV. SUGGESTION OF GUIDELINES FOR HANDLING BEHAVIOUR PROBLEMS

In this section an attempt is being made to suggest guidelines to mothers and care takers of pre-school children regarding appropriate measures that are to be taken to solve the behaviour problems of pre-schoolers.

The results of Analysis III reveals that most of the measures adopted by mothers to handle the behaviour problems of their pre-school children are unscientific and unpsychological and could only aggravate the problems. Measures recommended by psychologists to solve each of the problem in the decreasing order of prevalence is given below.

1. Refusal to food

Refusal to food is the most prevalent behaviour problem among pre-schoolers. Measures such as persuading the child to eat more, schooling, physical punishment etc. adopted by mothers to solve the problem are not in agreement with the methods recommended by Yamamoto (1972), Gore (1976) and Hurlock (1978). According to them all focussing on food should be avoided. Providing the child with normal balanced diet at regular meal times is the best method to be used in such cases. Avoid giving a child snacks between meals because they make the child less hungry at meal times. Let the child either accept or refuse the food. In due course, the child naturally will start taking the food when he feels hungry and gets accustomed with normal food habits.

Refusal to food may lead to the development of unfavourable attitude towards food. Eating problems interfere with the child's physical well being. As a remedial measure, give freedom to the child to eat as much as he wants and never force him to do it. See that the child's plate is very attractive. If the child always eats very little, take him to the doctor and find out the causes. Keep the eating environment free from distractions and instead of talking about bad table manners, show the child how to eat in a socially approved way.

2. Oversensitivity

Oversensitivity was mostly dealt by consoling and scolding by mothers, such intrusive and prohibitive measures would only serve to increase the sensitivity of the child. The best method that is to be adopted is to ignore this behaviour as much as possible. Mothers should consider this a normal part of growth and will pass off when the child grows.

3. Restlessness

This behaviour problem found in 24 percent of the sample was dealt by scolding and threatening by mothers. Such unpsychological measures will not bring any good effects. They help only to lower the self concept and initiative of the child. In such cases the best measure to be resorted is just to ignore the problem as a part of growth. Also let the child engage in interested play activities

and group activities whereby the child would conform to the group norms and develop the leadership qualities.

4. Stubbornness

Stubbornness was best handled by scolding, convincing and satisfying child's demands. These three measures would satisfy the child's need for attention for which he shows stubbornness. Thus the measures adopted by majority of mothers serve as reinforcements to the stubbornness of the child. Stubbornness in children is best handled by providing opportunities for well defined good behaviour, rewarding such behaviour heavily and by sharply limiting punishments to only the most obnoxious behaviours (Yamamoto, 1972).

5. Nightmares

Nightmares was mostly handled by threatening, applying ash and consulting with doctors. Of these the first two measures and the other measures such as physical punishment, scolding etc. reported with a frequency of two each are totally against the scientific methods suggested for solving the problem. Forcing the child into feared situation has to be avoided. Consoling the child, convincing the child and consulting doctors are the proper measures that could alleviate, the problem. By setting up examples make the child realise that his fear is groundless.

Waking up from sleep due to bad dreams, is not a serious problem. But they can lead to other serious problems. Prepare children for sleeping in a relaxed manner. A warm bath before bed time will make children sleepy. Avoid exciting games, fearful stories or T.V. shows before and during bed time. When children go to their bed and during their sleep, keep the surroundings as quiet as possible. Encourage children to talk about their fears and make them understand that their fear is only imaginary.

6. Negativism

Convincing the child, physical punishment and scolding were the most common methods used by mothers for handling the negativistic behaviour of their young children. Such prohibitive behaviours were reported to increase the problem. It is recommended that parents should ignore this behaviour as much as possible, for it is a normal part of growing up and will pass off as the child grows (Dolorenzo and Dolorenzo, 1982; Kumar, 1988).

Someone who is negative usually does the opposite of what others want. This is often called being stubborn. Negativism is usually at the peak around the age of 2 or 3 years. After this, it begins to become less and less and tackle it if it is still strong. Parents and teachers often facilitate this behaviour by putting unwanted restrictions and rules on the activities of children. Do not blame children unnecessarily nor punish them for silly matters and never ridicule them for simple mistakes. This will result in negativism.

7. Tempertantrum

Regarding tempertantrum it is reported that it is best to be treated by ignoring it. Thus when tantrum fails to create the desired effect the child will quickly recover his temper (Victor, 1975; Kumar, 1988). Only two mothers out of the 16 reported proper method for handling this problem. Most of the mothers tried physical punishment and satisfying child's demands which are quite contradictory to the right method for solving the behaviour problem. According to Strang (1959) tempertantrum can be discovered by helping the child to find outlets that are effective in dissipating the drive-energy, not self-destructive, and not destructive to others. The child should be showed that he is loved eventhough his behaviour is disapproved. He has also suggested to include more relaxed fun in life and avoid unnecessary restraints in the child's activities.

8. Nail biting

For handling nail biting majority of the mothers who reported this problem used physical punishment and scolding. Only three out of 15 mothers used the proper method of convincing the child that it is a bad habit. Other effective measures include persuading the child to give up the practice and consulting doctor to understand its causes.

9. Specific fears

Fears that are characteristically seen in certain ages should be handled properly to avoid complications at later stages. Eventhough majority of the

mothers who reported this problem used the proper way of convincing the child, a good number did not take any measures to help the child. Helping the child to understand the strange world around him; explaining the situation and trying to convince the child, identifying the exact source of child's fears and gradually exposing the child to feared situation were the methods recommended to help the child to overcome specific fears (Krumboltz and Krumboltz, 1972; Yamamoto, 1972; Hurlock, 1978 and Ray 1980). The mothers and teachers can help the child to gain confidence in his ability to face a feared situation by bringing him, by degrees, into active dealings with it.

10. Aggressiveness

Aggressiveness was reported among 14 percent of preschool children. Desire for attention is one of the important motivating factors of this behaviour. Physical and verbal punishment mostly used by mothers did provide the attention of the mother. By handling out such punishments a mother actually provides the child a model of hostile and abusive adult. Severe physical punishment is associated with high levels of aggressive behaviour in children. Aggressive behaviour in the child is best handled by the self controlled and tolerant but firm adult (Sen, 1972; Yamamoto, 1972 and Bonsal, 1986). A high degree of parental permissiveness about aggression is associated with hyper aggressiveness in the children.

Both temper tantrums and aggressive behaviours are closely related. As a remedial measure, divert children's attention by engaging them in some other interesting activities. Make them understand that every demand of theirs cannot be fulfilled. Their aggression has to be ignored and by convincing them about their demands, we can prevent aggression to a great degree as we do in the case of temper tantrums.

11. Excessive crying

To handle excessive crying (14) most mothers used consoling. A few others tried to satisfy the child's demands or tried scolding. Except consoling, all other measures may be ineffective in solving the problem. Kennedy (1975) recommended that even though consoling is a good method for handling excessive crying it should be used along with convincing the child to substitute speech for crying. He should be encouraged to talk about his feelings and disappointments.

12. Shyness

Most of the mothers in the present investigation used either consoling or scolding for tackling the shyness of their children. Kale (1980) suggested that parents should give the child explanation of new things, avoid pushing the child suddenly into the circle of strangers and should stay close to the child when he faces strangers for the first time.

Never talk about shyness of the child in the presence of others, but encourage the child to interact with others. Never ridicule or laugh at children who are excessively shy. Encourage such children to involve in group activities and reward their participation.

13. Lying

Telling belittling stories about peers or other family members is most commonly seen among pre-school children. Lying is mainly done out of the child's craving for love, attention and recognition. Parents should avoid physical punishment and scolding as a measure to handle lying. Convincing the child about his self worth, avoiding comparison with siblings and peers are the best measures that would solve the problem.

14. Selfishness

Majority of the mothers who reported this problem tried convincing the child not to become selfish. Eventhough it is an effective measure selfishness should be considered as a characteristic of the young age of the child and should be ignored as far as possible. As the child grows up the behaviour problem will pass off.

15. Bed-wetting

Bed-wetting was handled properly by most of the mothers. Consulting doctor, convincing the child etc. are measures that are to be adopted for solving this problem. psychologists have recommended building the confidence of the

child, avoiding any sort of punishment and making the home environment relaxed and happy as essential to help the child to overcome bedwetting. Parents should not do anything that might increase his anxiety fear, sense of guilty, frustration or shame that will aggravate the condition. Never make fun of the child for wetting the bed. Train the children to go to the toilet alone during the day and try to establish the same learning process at night.

If bed wetting continues frequently after the age of 4 years, it must be corrected before developing the habit of enuresis all the time. Few cases of bed wetting have a physical cause and more have an emotional cause. If it is due to physical cause, the doctor's help is required. Psychological factors like jealousy, and parental pressures to do more than the child is capable of doing and parental criticism cause bed wetting. Never scold, or punished or make fun of the child for wetting the bed. Encourage the child to go to the toilet alone during day time. If the child wakes to go to the toilet, enable him do so at once, so as to develop the habit.

16. Learning problems

Learning problems reported in 12 percent of the sample was almost properly handled by consulting teachers and convincing the child. Psychologists have recommended that the parents should provide emotional support, recognition, stimulation and encouragement to the child. It is also recommended that first the child's academic potentialities should be found out and any

environmental factors hindering the child's learning should be identified. Parents should avoid badgering the child about school work (Yamamoto, 1972; Gore, 1976).

17. Withdrawal

Withdrawal was reported only in 10 percent of the sample and was handled by measures such as convincing the child, consoling, persuading and consulting with teacher. These measures are effective enough to solve the problem. Persuading the child to behave properly by explaining about things, people and situations in which the child shown this behaviour is the most effective method to help the child. Also to help the child to overcome withdrawal behaviour it is recommended that parents should identify and remove the causes that make the child unhappy. Fitz (1969), Mehta (1969), Yamamoto (1972) and Bonsal (1986) pointed out that parental over protection, family tensions, conflicts and feelings of rejection experienced by the child as the causative factors of withdrawal behaviour.

Of all the behaviour problems withdrawal, that is also known as 'Autism' is the most serious developmental disorder of childhood. Withdrawal refers to shut oneself off in the world of fantasy and to remain self absorbed. It is characterised by an inability to relate socially. Lack of family interactions, neurological abnormalities and intellectual deficit are the main causes of withdrawal or Autism.

Now-a-days many forms of therapy have been used successfully to modify unwanted behaviour in children. One widely used strategy is the systematic application of reinforcement principles, often described as behaviour therapy. Children can learn new behaviours through modelling and the new behaviours can be strengthened by reinforcement. We behave the way we do because we have been reinforced for that pattern of behaviour. So parents and teachers of preschoolers be model to them for acceptable patterns of behaviour. It may be concluded from these results that most of the mothers were in need of parent education, mainly regarding handling the behaviour problems in their child, as most of them were found to use ineffective and insufficient methods often reinforcing such behaviours. So mothers should be made aware of available sources of information/guidance and help in handling their child's problem and to become better parents.

SUMMARY OF PROCEDURE, FINDINGS AND CONCLUSIONS

This chapter of the report provides an overview of the significant aspects of the study, viz., Restatement of the problem, Objectives of the study, Methodology, Findings and Conclusions.

RESTATEMENT OF THE PROBLEM

The present study is entitled as "SUPPORTING SYSTEMS AND CERTAIN BEHAVIOUR PROBLEMS OF PRE-SCHOOL CHILDREN IN MALAPPURAM DISTRICT."

OBJECTIVES OF THE STUDY

The objectives of the present study were:

1. To examine the type of behaviour problems among pre-school children when they are categorised on the basis of
 - (a) type of supporting system
 - (b) gender
 - (c) socio-economic status of parents
 - (d) children of working/non-working mothers

2. To compare the behaviour problems of pre-school children when categorised on the basis of
 - (a) type of supporting system
 - (b) gender
 - (c) socio-economic status of parents
 - (d) children of working/non-working mothers
3. To find out the methods used by mothers and teachers/care takers of the pre-schools for handling the behaviour problems of children.
4. To suggest guidelines to mothers in handling behaviour problems of pre-school children.

METHODOLOGY

a. Design of the study

In the present study the investigators adopted survey method to study the behaviour problems of pre-school children belonging to the different types of supporting systems in Malappuram district.

b. Sample

The study was conducted on a representative sample of 100 pre-school children of the age group of 4+ years belonging to three Anganwadis, two Malayalam medium nursery schools and One English medium nursery school of the select ward from Thenjipalam Panchayat of Malappuram district.

c. Tools

The following tools were used for collecting data required for the study.

1. Child behaviour inventory.
2. Questionnaire on the measures used by mothers and pre-school teachers/care takers in handling the behaviour problems.

d. Statistical Techniques Used

The following statistical techniques were used for the analysis of data of the present investigation.

1. Percentage analysis was used to examine the type of behaviour problems of pre-school children.
2. Test of significance of mean difference was used to compare the behaviour problems of pre-school children belonging to different categories.

MAJOR FINDINGS AND CONCLUSIONS

1. Findings based on the percentage analysis of the behaviour problems among pre-school children of Malappuram district for the total sample

The study revealed that among the twenty behaviour problems studied, Refusal to food, over sensitivity, restlessness and stubbornness are the most frequent behaviour problems shown whereas stammering, jealousy and stealing

were among the least frequent ones by pre-school children. The percentage of the frequency of behaviour problems are given below.

Sl. No.	Behaviour Problems	Percentage
1.	Refusal to food	29
2.	Over sensitivity	27
3.	Restlessness	24
4.	Stubbornness	21
5.	Nightmares	18
6.	Negativism	17
7.	Temper tantrum	16
8.	Nail biting	15
9.	Specific fears	15
10.	Aggressiveness	14
11.	Excessive crying	14
12.	Shyness	14
13.	Lying	13
14.	Selfishness	13
15.	Bed wetting	12
16.	Learning problem	12
17.	Withdrawal	10
18.	Stammering	7
19.	Jealousy	5
20.	Stealing	1

2. Important findings from the percentage analysis of behaviour problems of pre-school children (sub-samples)

a) Findings from the analysis based on type of supporting system

From the obtained results it is found that among the twenty behaviour problems studied, over sensitivity, nightmares, restlessness, learning problems and selfishness are the most common problems of Anganwadi children. Jealousy and stealing are the least common problems.

With regard to Malayalam medium nursery school children refusal to food, restlessness, oversensitivity and nail biting are the frequently occurring problems. Learning problems and stealing were not found in the sample.

Refusal to food, restlessness, over sensitivity and specific fears are among the most prevailing problems of English medium nursery school children. seven out of the twenty behaviour problems viz., selfishness, lying, withdrawal, stammering, jealousy, learning problems and stealing are not found in them.

b) Findings from the analysis based on gender

Results reveal that oversensitivity, restlessness stubbornness and refusal to food are common problems of both boys and girls with relatively more frequent prevalence. It is specially noticeable that temper tantrum which is a more common problem of boys has rare prevalence among girls whereas shyness with a

frequent occurrence among girls is rarely prevalent among boys. The least common problems among boys and girls are the same viz., stammering, jealousy and stealing.

c) *Findings from the analysis based on socio-economic status of parents*

From the analysis it was observed that the children from low SES mostly showed the behaviour problems like lying, restlessness, aggressiveness and negativism with prevalence in fifty percent and more of the sample. Almost all the behaviour problems have higher prevalence among these children. Only jealousy and stealing are found in less than 10 percent of the sample.

Common problems among the children from average SES were oversensitivity, refusal to food, restlessness and nightmares. Problems like stammering and jealousy have rare prevalence whereas stealing was found in none of the sample.

The children from high SES showed the problems like stubbornness, refusal to food, bed-wetting and specific fears. 11 out of the twenty behaviour problems were not reported in the sample.

d) *Findings from analysis based on children of working/non-working mothers*

The common behaviour problems among children of both working and non-working mothers are refusal to food, oversensitivity and restlessness. The

least common problems in both groups are jealousy and stealing with their frequency being zero in case of children of working mother. Shyness, negativism, selfishness, stammering, withdrawal and learning problems were also not reported in children of working mothers.

II. Important findings from the comparison of extent of behaviour problems among pre-school children belonging to different categories

a) Comparison based on type of supporting system

From the results of the analysis it is revealed that there exists significant difference in the extent of behaviour problems between children of Anganwadis and Malayalam medium nursery schools with more behaviour problems among the Anganwadi children.

Also significant difference exists between Anganwadi children and children of English medium nursery schools with the former group having more behaviour problems than the latter.

No significant difference is found in the behaviour problems between children of Malayalam medium and English medium nursery schools.

b) Comparison based on gender

Comparison of behaviour problems of boys and girls revealed no significant difference in between the two groups.

c) *Comparison based on socio-economic status of parents*

From the obtained results, it is found that significant differences exist in the extent of behaviour problems between pre-school children belonging to the three levels of socio-economic status. The results favour the children of High - SES with less behaviour problems whereas the children of Low -SES were found to have the highest extent of behaviour problems.

d) *Comparison based on children of working/non-working mothers*

When children of working and non-working mothers were compared with regard to behaviour problems, significant difference was found between the two groups. Pre-school children of non-working mothers were found to have more behaviour problems than their counterparts.

III. Important findings regarding measures used by mothers for handling behaviour problems

From the obtained results it is found that Physical punishment, consoling, frightening and scolding are the method used by majority of mothers for handling the different behaviour problems of their pre-school children. Next widely used method is convincing the child about the need to give up the bad habits and behave in a proper way. Persuading, satisfying the child's demands, used consulting with doctors and teachers were also used in their decreasing order by some mothers.

TABLE 18
**Summary of the Results of Comparison
 between Behaviour Problems among Different Sub-samples**

Sub-sample	C.R.
Anganwadi – MMNS	4.63**
Anganwadi – EMNS	5.61**
MMNS – EMNS	0.01
Boys – Girls	1.93
High SES - Low SES	4.31**
High SES - Average SES	2.97**
Average SES - Low SES	3.07**
Working - Non-working	3.75**

** denotes significance at 0.01 level

MMNS - Malayalam Medium Nursery School

EMNS - English Medium Nursery School

SES - Socio Economic Status

CONCLUSION

The study revealed that refusal to food is the most prevalent and stealing is the least prevalent behaviour problem among pre-school children of Malappuram district. Other prevalent problems are over sensitivity, restlessness, stubbornness, nightmares and temper tantrums. Pre schoolers of Malayalam medium and English medium nursery schools showed similarities in behaviour problems when compared with that of Anganwadis. Problem behaviours were found more among Anganwadi children followed by preschoolers of Malayalam medium nursery schools and the English medium group. However there is no significant

difference between the means of behaviour problems of Malayalam medium and English medium nursery school children.

While sex is not a factor influencing the behaviour problems, socio-economic status of parents and maternal employment status are significant variables influencing the extent of behaviour problems among preschool children. Children of working mothers and those belonging to High-SES were found to have lesser number of behaviour problems when compared with their counterparts.

Most of the measures used by mothers for handling the behaviour problems of their pre-school children are unscientific, unpsychological and ineffective in solving them. Also most of these measures tended to reinforce the existing problems. So an awareness about the scientific and effective methods for handling behaviour problems must be given to mothers of pre-school children. Suitable forms of behaviour therapy can be used to modify unwanted behaviours in children.

In order to overcome problem behaviours, parents and preschool teachers have to find out why children cling to a form of behaviour that proves to be harmful to adjustment. Help children to become fully aware of what they are doing and why it would be better to behave in a more acceptable way. Encourage children to change the behaviours that will be a handicap as they grow older. If

children are made to understand the necessity for change, they will be more willing to behave better.

The following suggestions are recommended:

1. Encourage children to replace troublesome behaviour with behaviour that will be more helpful to them. Praising the new behaviour will strengthen it.
2. Don't overlook set backs. Each one strengthens the very behaviour of children we want to stop. This in turn, makes the job harder and more discouraging.
3. Encourage children to be active. Children who are active in play drain off much of their energy that might otherwise be diverted towards troublesome behaviour.

Table 17 shows that most of the measures used by mothers for handling the behaviour problems of their pre-school children are ineffective in solving them.

For handling refusal to food which was found to be the most commonly occurring problem of pre-schoolers, persuading the child to eat more was adopted by most of the mothers. Consulting doctor, physical punishment scolding and threatening were also used in decreasing order.

Out of 27 mothers who reported oversensitivity, seven did not take any measures to liable the problem. Six of them resorted to scolding, five to consoling, three mothers used self controlled and tolerant behaviours and two each used physical punishment, threatening and ignoring.

Regarding restlessness, out of 24 mothers who reported this problem, nine mothers resorted to scolding and seven to threatening. Four of them did not make any effort to help their child. three mothers used physical punishment and one mother tried to satisfy her child's demands to solve restlessness.

In handling stubbornners seven out of twenty-one mothers used scolding, five used convincing, four mothers tried satisfying their children's demands, three of them didn't take any measures and two mothers used physical punishment.

Regarding nightmares (18), four mothers used frightening, three mothers each consulted the doctor and applied ash on the child and two each resorted to physical punishment, scolding and protecting child from feared situations.

Out of 17 mothers who reported negativism, six resorted to convincing, five used physical punishment, four used scolding, one mother threatened her child while another mother used no measures.

In case of temper tantrum reported by 16 mothers, five of them used physical punishment, three tried satisfying child's demands, two each used consoling and ignoring while one each tried threatening, scolding, self controlled and tolerant behaviours and one mother did not take any measures to solve the problem.

The responses reported as measures for handling nail biting were convincing the child, physical punishment and scolding. One mother did not make any effort to help her child.

Majority of the mothers who reported specific fears adopted convincing the child, a few other tried to protect the child from the feared situation while others used measures, such as consoling the child, physical punishment, consulting the doctor, applying ash, ignoring and one mother did not take any measure.

To handle aggressiveness, measures like physical punishment, scolding, convincing, threatening self controlled and tolerant behaviours were adopted by mothers.

Measures such as consoling, satisfying child's demands, scolding, threatening, convincing etc. were used by mothers for handling excessive crying of their children.

Out of 14 mothers who reported rhymes in their children, four each used consoling and scolding, two each resorted to convincing and persuading and one each used physical punishment and threatening the child.

Lying was mostly solved by convincing scolding, physical punishment and threatening. Two mothers did not take any measure to help their children.

Regarding selfishness, out of 13 mothers who reported the problem in their children, six of them used convincing, two each used physical punishment and scolding and one each resorted to self controlled tolerant behaviours and ignoring. One mother did care to solve this problem.

Bed wetting was rightly handled by most of the mothers by convincing the child or consulting the doctor.

For solving learning problems majority of the mothers consulted the teachers of their children, and few others persuaded and convinced their children.

Withdrawal was found only in ten children and three mothers resorted to convincing, two each to consoling, persuading and consulting and one mother did nothing to help her child.

The analysis revealed that most of the measures used by mothers for handling behaviour problems of their pre-school children are unscientific and could only add up the occurrence of these problems. Scolding, convincing and physical punishment were the most common measures resorted to by Mothers. Scolding was mostly used by mothers who reported restlessness, stubbornness and oversensitivity in their children. Convincing was more commonly employed when children showed behaviours like negativism, selfishness, nail biting, specific fears and stubbornness. Physical punishment was mostly resorted to solve problems like temper tantrum, negativism, nail biting, refusal to eat, aggressiveness etc. All these measures and those like persuading the child to eat more when he shows refusal to eat would only aggravate the behaviour problems.

It is noticed that the most prevalent problems are handled by majority of the mothers in an unpsychological manner which in turn could be considered as a reason for their wider occurrence. The behaviour problems such as bed-wetting, learning problems and withdrawal which are found in fewer number of children are more properly handled by majority of the mothers.

IV. SUGGESTION OF GUIDELINES FOR HANDLING BEHAVIOUR PROBLEMS

In this section an attempt is being made to suggest guidance to mothers and care takers of pre-school children regarding appropriate measures that are to be taken to solve the behaviour problems of pre-schoolers.

The results of Analysis III reveals that most of the measures adopted by mothers to handle the behaviour problems of their pre-school children are unscientific and unpsychological and could only aggravate the problems. Measures recommended by psychologists to solve each of the problem in the decreasing order of prevalence is given below.

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Refusal to food is the most prevalent behaviour problem among pre-schoolers. Measures such as persuading the child to eat more, schooling, physical punishment etc. adopted by mothers to solve the problem are not in agreement with the methods recommended by Yamamoto (1972), Gore (1976) and Hurlock (1978). According to them all focussing on food should be avoided. Providing the child with normal balanced diet at regular meal times is the best method to be used in such cases. Avoid giving a child snacks between meals because they make the child less hungry at meal times. Let the child either accept or refuse the food. In due course, the child naturally will start taking the food when he feels hungry and gets accustomed with normal food habits.

2. Oversensitivity

Oversensitivity was mostly dealt by consoling and scolding by mothers, such intrusive and prohibitive measures would only serve to increase the sensitivity of the child. The best method that is to be adopted is to ignore this behaviour as much as possible. Mothers should consider this a normal part of growth and will pass off when the child grows.

3. Restlessness

This behaviour problem found in 24 percent of the sample was dealt by scolding and threatening by mothers. Such unpsychological measures will not bring any good effects. They help only to lower the self concept and initiative of the child. In such cases the best measure to be resorted is just to ignore the problem as a part of growth. Also let the child engage in interested play activities and group activities whereby the child would conform to the group norms and develop the leadership qualities.

4. Stubbornness

Stubbornness was best handled by scolding, convincing and satisfying child's demands. These three measures would satisfy the child's need for attention for which he shows stubbornness. Thus the measures adopted by majority of mothers serve as reinforcements to the stubbornness of the child. Stubbornness in children is best handled by providing opportunities for well

defined good behaviour, rewarding such behaviour heavily and by sharply limiting punishments to only the most obnoxious behaviours (Yamamoto, 1978).

5. Nightmares

Nightmares was mostly handled by threatening, applying ash and consulting with doctors. Of these the first two measures and the other measures such as physical punishment, scolding etc. reported with a frequency of two each are totally against the scientific methods suggested for solving the problem. Forcing the child into feared situation has to be avoided. Consoling the child, convincing the child and consulting doctors are the proper measures that could alleviate, the problem. By setting up examples make the child realise that his fear is groundless.

6. Negativism

Convincing the child, physical punishment and scolding were the most common methods used by mothers for handling the negativistic behaviour of their young children. Such prohibitive behaviours were reported to increase the problem. It is recommended that parents should ignore this behaviour as much as possible, for it is a normal part of growing up and will pass off as the child grows (Dolorenzo and Dolerezo, 1982; Kumar, 1988).

7. Temper tantrum

Regarding temper tantrum it is reported that it is best to be treated by ignoring it. Thus when tantrum fails to create the desired effect the child will quickly recover his temper (Victor, 1975; Kumar, 1988). Only two mothers out of the 16 who reported it used this proper method for handling the problem. Most of the mothers tried physical punishment and satisfying child's demands which are quite contradictory to the right method for solving the behaviour problem.

8. Nail biting

For handling nail biting majority of the mothers who reported this problem used physical punishment and scolding. Only three out of 15 mothers used the proper method of convincing the child that it is a bad habit. Other effective measures include persuading the child to give up the practice and consulting doctor to understand its causes.

9. Specific fears

Fears that are characteristically seen in certain ages should be handled properly to avoid complications at later stages. Even though majority of the mothers who reported this problem used the proper way of convincing the child, a good number did not take any measures to help the child. Helping the child to understand the strange world around him; explaining the situation and trying to convince the child, identifying the exact source of child's fears and gradually exposing the child to feared situation were the methods recommended to help the

child to overcome specific fears (Kruboltz and Krumboltz, 1972; Yamamoto, 1972; Hurlock, 1978 and Ray 1980). The mothers and teachers can help the child to gain confidence in his ability to face a feared situation by bringing him, by degrees, into active dealings with it.

10. Aggressiveness

Aggressiveness was reported among 14 percent of preschool children. Desire for attention is one of the important motivating factors of this behaviour. Physical and verbal punishment mostly used by mothers did provide the attention of the mother. By handing out such punishments; a mother actually provides the child a model of hostile and abusive adult. Severe physical punishment is associated with high levels of aggressive behaviour in children. Aggressive behaviour in the child is best handled by the self controlled and tolerant but firm adult (Sen, 1972; Yamamoto, 1972 and Bonsal, 1986). A high degree of parental permissiveness about aggression is associated with hyper aggressiveness in the children.

11. Excessive crying

To handle excessive crying (14) most mothers used consoling. A few others tried to satisfy the child's demands or tried scolding. Except consoling, all other measures may be ineffective in solving the problem. Kennedy (1975) recommended that even though consoling is a good method for handling

excessive crying. It should be used along with convincing the child to substitute speech for crying.

12. Shyness

Most of the mothers in the present investigation used either consoling or scolding for tackling the shyness of their children Kale (1980) suggested that parents should give the child explanation of new things, avoid pushing the child suddenly into the circle of strangers and should stay close to the child when he faces strangers for the first time.

13. Lying

Telling belittling stories about peers or other family members is not commonly seen among pre-school children. Lying is mainly done out of the child's craving for love, attention and recognition. Parents should avoid physical punishment and scolding as a measure to handle lying. Convincing the child about his self worth, avoiding comparison with siblings and peers are the best measures that would solve the problem.

14. Selfishness

Majority of the mothers who reported this problem tried convincing the child not to become selfish. Even though it is an effective measure. Selfishness should be considered as a characteristic of the young age of the child and should

be ignored as far as possible. As the child grows up the behaviour problem will pass off.

15. Bed-wetting

Bed-wetting was handled properly by most of the mothers. Consulting doctor, convincing the child etc. are measures that are to be adopted for solving this problem. psychologists have recommended building the confidence of the child, avoiding any sort of punishment and making the home environment relaxed and happy as essential to help the child to overcome bedwetting. Never make fun of the child for wetting the bed. Train the children to go to the toilet alone during the day and try to establish the same learning process at night.

16. Learning problems

Learning problems reported in 12 percent of the sample was almost properly handled by consulting teachers and convincing the child. Psychologists have recommended that the parents should provide emotional support, recognition, stimulation and encouragement to the child. It is also recommended that first the child's academic potentialities should be found out and any environmental factors hindering the child's learning should be identified. Parents should avoid badgering the child about school work (Yamamoto, 1972; Gore, 1976).

17. Withdrawal

Withdrawal was reported only in 10 percent of the sample and was handled by measures such as convincing the child, consoling, persuading and consulting with teacher. These measures are effective enough to solve the problem. Persuading the child to behave properly by explaining about things, people and situations in which the child shown this behaviour is the most effective method to help the child. Also to help the child to overcome withdrawal behaviour it is recommended that parents should identify and remove the causes that make the child unhappy. Fitz (1969), Mehta (1969), Yamamat (1972) and Bonsal (1986) pointed out that parental over protection, family tensions, conflicts and feelings of rejection experienced by the child as the causodine factors of withdrawal behaviour.

Now-a-days many forms of therapy have been used successfully to modify unwanted behaviour in children. One widely used strategy in the systematic application of reinforcement principles, often described as behaviour therapy. Children can learn new behaviours through modelling and the new behaviours can be strengthened by reinforcement. We behave the way we do because we have been reinforced for that pattern of behaviour. So parents and teachers of preschoolers be model to them for acceptable patterns of behaviour.

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ANNEXURE – VII

**FORM OF CERTIFICATE TO BE PRODUCED BY OTHER BACKWARD
CLASSES APPLYING FOR APPOINTMENT TO POST UNDER THE
GOVERNMENT OF INDIA**

[G.I., Dept. of Per. & Trg., O.M.No. 36033/28/94-Estt. (SCT), dated 23.11.1995]

This is to certify that Sh/Smt./Kumari _____
son/daughter of Sh. _____ of Village _____
District/Division _____ in the _____ state
_____ belongs to the _____ community
which is recognised as a Backward class under:-

- *(i) Government of India, Ministry of Welfare, Resolution No. 12011/68/93-BCC (C), dated the 10th September, 1993, published in the Gazette of India, Extraordinary, Part I, Section I, No. 186, dated the 13th September 1993.
- *(ii) Government of India, Ministry of Welfare, Resolution No. 12011/9/94-BCC, dated 19-10.94, published in the Gazette of India, Extraordinary, Part I, Section I, No.163 dated 20.10.1994.
- *(iii) Resolution No. 12011/7/95-