

# Behavior Problems Among Preschool Children

## Abstract

Behavioral problems are the common concern of parents. The type of the problem often differ by the age of child. The present study was under taken to assess the behavioral problems among preschool children. Preschool behavior problems are influenced by both biological and environmental factors. For the data collection fifty children were randomly selected from five schools of Kanpur Nagar. The objective of the study was find out the behavior problems in preschool children. Their problems were evaluated with the help of structured questionnaire. The study revealed that majority of children respondents fear from darkness (100%). Seventy six per cent (N=40) children play alone, Thirty per cent (N=15) kicking and biting to others. Sixty four per cent (N=32) respondents throw things when they were angry or playing. We were found different problem in each child they all were normal in their daily activities. Symptoms like fight, bites poor concentration interference and destructive nature were common in in boys whereas, complaining, fearful reaction and whining behavior were common in girls.

**Keywords:** Behavior problems, Preschool Children.

## Introduction

Preschool behavior problems are influenced by both biological and environmental factors, as manifest in individual differences in child characteristics (e.g., temperamental dimensions of activity, sociability, attention) and the quality of caregiving environment. (Gardner at all 2008).

For most young children the developmental tasks of acquiring emotional and behavioral self regulation and social competence proceed smoothly. However significant numbers of toddlers and pre schooler exhibit behavior serves enough to cause concern to parents, teachers and other case givers. These are children whose challenging behavior jeopardize their care and preschool placements disrupt family function and effect their growth in social emotional and other development domains (Powell et al 2006).

Children are the nation's most important assets. A large no of children suffer from behavioral problems at one time or the other during their development. (A Alexander and shetty 2014).

Behavioral Problems have often been conceptualized along two broad spectrums: internalizing problems which are expressed in intrapersonal manifestation, such as anxiety, depression and withdrawal and externalizing problem which are demonstrated in interpersonal manifestation such as hyperactivity and aggression. (Shala M 2013).

Children are the inheritance from God, they are like clay in the potter's hand. Handled with love and care, they become something beautiful or else they will break (Vijaylaxmi et al 2007). A study conducted on behavior problems among preschool children in New Delhi revealed that twenty two per cent of them had behavioral problems (Rai S et al 1993). The National survey on drug use and health report states that during the past two decades, there have been marked changes in inpatient services for preschool children with behavior problem. Some disorders are more common than others, and conditions rang from mild to severe. The common behavior problems identified in children includes habit problems, problems of eating, sleep problems, speech problem, scholastic problem, psychosexual problems, personality problems and psycho social problems. Often, a child will be have more than one disorder. However little research has examinal to prevalence of behavior problems in preschool children.

## Aim of the Study

The study was conducted to the following objective:

1. To assess Socio economic profile of the respondents.
2. To assess the behavioral problems of preschool children.

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**Limitation of the Study**

1. The study was conducted only Kanpur Nagar.
2. The number of respondents was limited to fifty only.

**Research Methodology**

The research problem has been formulated in clear cut forms. The present study was conducted in Kanpur Nagar. For data collection fifty preschool children age group 3-6 years were selected randomly in five School of Kanpur Nagar. Data were collected through personal interview technique with the help of structured schedule. The interview schedule was made by the researcher herself. The questions were mainly to collect information about their family background and behavior problems. The data were tabulated and analyzed in term of frequency and percentage.

**Results and Discussion**

The data with respect to various personal socioeconomic characteristic of the respondents have been study and furnished in table-1

**Table-1****Distribution of Respondents on the Basis of Family Back Ground**

Variable	M=50	Percentage
Literary of parents		
Mother	29	58
Father	50	100
Type of Family		
Joint	15	30
Nuclear	35	70
Parental occupation		
Only Father	39	78
Both Father and Mother	11	22
Parental income		
Below 5000	16	32
Above 5000	34	68

Data of table no-1 shows that majority of parents were literate and seventy percent (N=35) respondents belonged to nuclear family.

To meet the family needs both the parents are working (22%) sixty eight per cent respondents parental income is above 5000 Rs.

**Table-2****Behavior Problems Among Preschool Children**

Variables	M=50	Percentage
Hitting	25	50
Kicking	15	30
Biting	15	30
Throwing things	32	64
Pinching	27	54
Fear from darkness	50	100
Thumb sucking	09	18
Bed wetting	06	12
Eat soil	05	10
Play alone	40	80

Table-2 revealed that the majority of children respondents fear from darkness (100%), Eighty per cent (N=40) respondents play alone because they wants to play with mobile, computer etc. Sixty four per cent (N=37) respondents were throwing things when they were angry or playing followed by fifty four per cent (N=27) children pinching class room children further indicate that fifty per cent (N=25) children respondents hitting in class room children followed by

thirty per cent (N=15). Kicking and Biting to others eighteen per cent (N=9) children respondents were sucking thumb in this age followed by twelve per cent. (N=6) bed witting and only ten per cent (N=5) eat soil

**Table-3****Distribution of Respondents on the Basis of Boys and Girls**

Variables	Boys		Girls	
	N=25	%	M=25	%
Fight & bites	15	60	10	40
Fearful Reactions	06	24	19	76
Complaining	10	04	18	72
Poor Concentration	19	76	09	36
Speech not clear	11	44	08	32
Interference	20	80	17	68
Destructive nature	22	88	11	44
Whining	08	32	20	80

Table 3 should that out of fifty preschool children twenty five (50%) boys and twenty five 50% girls. The prevalence of behavior problem showed that sixty per cent (N=15) boys respondents fights and bites to children followed by only forty per cent girls respondents fights and bites (N=10).

Seventy six per cent (N=19) girls respondents gives fearful reaction and seventy two (N=18) complaining teacher and mother.

Seventy six per cent (N=19) boys respondents have poor concentration and forty four per cent respondents boys speech not clear (N=11). Eighty eight per cent (N=22) boys respondents were destructive nature followed by forty four per cent (N=11) girls were destructive nature.

Eighty per cent boys respondents (N=20) interference to other only sixty per cent (N=17) girls respondents interference to other.

Eighty per cent girls respondents (N=20) whining her mother and teacher followed by thirty two per cent (N=8) boys whining her mother and teacher.

**Conclusion**

From the investigation it can be seen that majority of children fear from darkness and play alone. Majority of symptoms like fights and bites, poor conditions concentration interference and destructive nature were common in boys, whereas being complaining, whining fearful reaction behavior were common in girls. It is concluded that the need to be aware of the behavior problem of preschool children.

**Suggestion**

1. Always treat your child with dignity and respect.
2. Give good environment.
3. Love your children.
4. Set your child up for good behavior.
5. Listen to your child.
6. Keep your cool.
7. Inject a letter fun.
8. Motivate your child.
9. Establish good communication
10. Need to remind your child
11. Teach your child about feeling
12. Give your child a nutrition food
13. Give your child a quiet activity e.g. drawing, coloring, puzzle piece etc.
14. Don't punish a child when bed-wetting is physical problem
15. Avoid spanking and shouting

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