

Original Research Article

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Study on Behavioural Problems among Tribal Children Attending Anganwadis in Adilabad District of Telangana, India

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ABSTRACT

Keywords

Behavioural problems, Tribal children behavioural problems, Anganwadi children, Correlates of behavioural problems

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The present research study was undertaken to study the Behavioural problems of tribal children attending Anganwadis. A sample of 180 children in the age range of 3-6 years who were attending Anganwadi centers in Adilabad district of Telangana were selected by purposive random sampling method. Ex-post facto research design was opted for the study. Preschool Behaviour questionnaire was used for study the children behavioural Problems. Frequencies and Percentages were used to analyze the data. The findings revealed that majority of tribal children from 3-6 years had low behavioural problems, very few of them had moderate level and meager percentage had high level behavioural problems in all three dimensions i.e. hostile- aggressive, Anxious- Fear and Hyperactivity and distractibility. Boys showed high level hostile- aggressive behaviours than girls, whereas girls showed the Anxious-Fear behaviours than boys. Parental age and education, family type had significant negative correlation with behavioural problems of children. Children of younger age parents, illiterate parents and nuclear families exhibited more behavioural problems.

Introduction

Tribal population were most neglected and oppressed groups in India, The Integrated Child Development Services (ICDS) are the largest and most unique outreach programmes for early childhood care and development in India. It provides an opportunity for the

holistic development of children from vulnerable backgrounds. Early childhood, is a critical period where the growth and development takes place in all the areas of development. Physical changes in early childhood are occurred by rapid changes in the child's socio-emotional, cognitive and language development. It was found that some

preschool children show difficult behaviors, so identifying and helping these children is a vital task. Lack of appropriate help and support for emotional difficulties that emerges in early years of life can become more serious disorders over time. Researchers are finding that intervening at this time in life can be highly effective in helping children develop better coping skills. Hence an attempt was made to study the Behavioural problems among the tribal children attending Anganwadis.

Objectives

To study the Demographic profile of tribal children attending Anganwadis.

To study the Behavioural problems among the tribal children attending Anganwadis

To study the association between demographic factors and Behavioural problems

Materials and Methods

Based upon the nature of the research problem and objectives of the present study, Ex-post facto research design was used for the study. The sample was selected from 30 Tribal Anganwadi centers Adilabad district, Telangana. The sample comprises of 180 in the age range of 3-6 years includes 90 boys from 30 Anganwadi centers and 90 girls from 30 Anganwadi centers. A schedule was designed to collect general profile of children and Preschool Behavioural questionnaire by Lenore B. Behar used to collect the data. The questionnaire was categorized into three dimensions such as Hostile- Aggressive, Anxious-Fear and Hyperactivity-Distractibility. Scoring procedure for Does not applies (0), Applies Sometimes (1), certainly Applies (2) respectively. Frequencies, percentages and Correlation were used to analyze the data.

Results and Discussion

From table 1 it was clearly observed that, less than half of children were in the age range of 3-4 years, followed by 4-5 years and only few of them were in 5-6 years. With regards to their birth order, more than one third were first borns, followed by second borns and third borns and a very few were fourth, fifth and sixth borns. An equal number of boys and girls were selected for the study comprising of fifty percent for both the genders. More than half of the children were belonged to nuclear families followed by joint families and none of them were from extended families.

Considering the income levels, almost all of the families belonged to low income groups and agriculture followed by wage labour were their main occupations. Similar results were found Behera (2016), who found that primitive tribal communities were lagging behind than the normal population with respect to their income. Gopika (2018) also revealed that, agriculture is the main occupation among scheduled tribes and agriculture sector provides them with the main means of livelihood.

With regard to age of the parents, less than half of the parents were in the age range of 25-30 years followed by 20-25 years. Few were in the age range of 30-35 years followed by 35-40 years. With regard to the parental education, forty percent of mothers and fathers had primary education. Forty percent of the mothers were illiterates it was 24% among fathers. Few parents had secondary education and meager percentage of parents had intermediate and above.

The above graph clearly depicts about the status of behavioural Problems among the tribal children attending Anganwadis. It was observed that most of the children had low behavioural problems, very few had moderate

level and meager percent had high behavioural problems in all the three dimensions i.e. Hostile- Aggressive, Anxious-Fear, Hyperactivity- Distractibility.

Hostile- Aggressive behaviours were observed more among tribal children attending Anganwadis when compared to Anxious-Fear and Hyperactivity- Distractibility behaviours.

Children with moderate level Hostile-aggressive problems (25%) involved occasionally in fighting, kicking, biting, hitting other children exhibited fights with the other children. They were not considerate about other children and does not willing to share, blame others, tells lies and destroy others properties.

Children with moderate level anxious-fear problems were occasionally fearful towards others, cries easily and gives up easily. Children with Hyperactivity- distractibility problems exhibited behaviours like poor concentration, inattention and irritability. This

might due to imitation of quarrelling behaviours at home and also parental neglect. Similarly, the study conducted by Kulkarni(2014) reported that more than one third (38.4%) percent don't know the exact reasons for their child's behavioural problems and one third of them said parental quarrelling was a major reason and nearly one fifth of them expressed parental neglect as major reason.

Meager percentage had high level behavior problems in the dimensions of Hostile-Aggressive and Anxious –Fear and none of them were high in hyperactivity-Distractibility dimension. The results were supported by Rishika Agarwal (2018) who reported that most (90%) of the tribal children were had low behaviour problem, 10 percent were in moderate level and none of them were had high behavioural problems. One more study by Kumari Poonam (2018) reported that most (79%) of the Anganwadi children not had behavioural problems and only few (21%) children had behavioural problems (Fig. 1).

Fig.1 Behavioral Problems of tribal children attending Angawadis

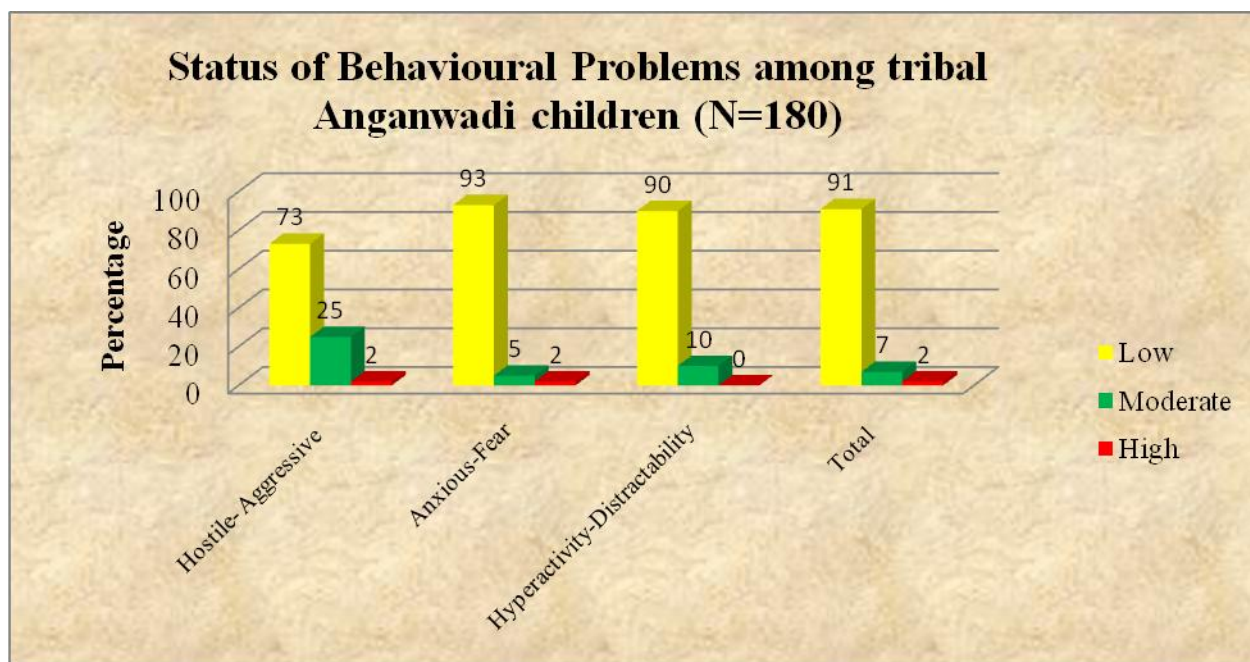


Table.1 Demographic profile of tribal children attending Anganwadis

Sl. No	Variable	Frequency N	Percentage (%)
1	Age		
	3-4 years	76	42%
	4-5 years	78	44%
	5-6 years	26	14%
2	Gender		
	Boys	90	50%
	Girls	90	50%
3	Birth order		
	1 st born	72	40%
	2 nd born	47	26%
	3 rd born	40	22%
	4 th born	12	7%
	5 th born	7	4%
	6 th born	2	1%
4	Income levels		
	Low	179	99%
	Average	1	1%
	High	--	--
5	Family Type		
	Joint	79	44 %
	Nuclear	101	56 %
	Extended	0	0%
6	Father Age		
	20-25 years	48	27%
	25-30 years	77	43%
	30-35 years	29	16%
	35-40 years	26	14%
7	Mother Age		
	20-25 years	66	36%
	25-30 years	84	47%
	30-35 years	27	15%
	35-40 years	3	2%
8	Father Education		
	Illiterate	44	24.4%
	Primary Education	70	40%
	Secondary Education	48	26%
	Intermediate	15	8%
	Degree	2	1.1%
	Post graduation	1	0.5%
9	Mother Education		
	Illiterate	71	40%
	Primary Education	74	41%
	Secondary Education	22	12 %
	Intermediate	11	6 %
	Degree	1	0.5%
	Post graduation	1	0.5%
10	Father occupation		
	Farmer	144	80%
	Auto Driver	6	3%
	Kuli (labour work)	28	16%
	Tailor	1	0.5%
	Teacher	1	0.5%

Table.2 Relationship between the selected independent variables with dependent variable i.e. Behavioural problems

Variables	Hostile-Aggressive	Anxious-Fear	Hyperactivity-Distractibility	Total
Child Age	.025NS	-.032 NS	.030 NS	-.010 NS
Gender	-.198**	.328**	.130 NS	.014 NS
Birth order	.048 NS	-.028 NS	.011 NS	.063 NS
Father's Age	-.163*	.016 NS	-.093 NS	-.034 NS
Mother's Age	-.184*	-.027 NS	-.121 NS	-.034 NS
Father's Education	-.109 NS	.022 NS	-.111 NS	-.327**
Mother's Education	-.238**	-.096 NS	-.236**	-.273**
Income levels	-.016 NS	-.017 NS	-.024 NS	-.015 NS
Family Type	.023 NS	-.136 NS	-.087 NS	-.159*

The children who scored high in all these three dimensions exhibited more speech difficulties like stuttering and stammering, and disruptive behavioural problems like inattention and poor concentration and temper tantrums like biting, hitting others etc.

Children who had high behavioural problems had a chances to prevalent of the risk behaviours in further development or later development.

The table 2 clearly explained about relationship between the selected independent variables and behavioural Problems. It was found that education of both father and mother was significantly negatively correlated with child's behavioural problems at 01 level. Which means that as the parent education increases behaviour problems of the child decreases. This might be due to the reason that educated parents modeled good behaviours and were able to identify and manage their child's behaviours than illiterate parents.

The above results supported by Kulkarni (2014) who found that Maternal education was significantly associated with behavioral problems in children, prevalence being highest in offspring's of illiterate mothers and

nuclear family children had more behavioural problems.

Family type had significantly and negatively correlated with behavioural problems of the child at.05 level. Which indicates that children from nuclear families exhibited high behavioural problems when compared to joint families. This might be due to the fact that the child's behavior is checked, regulated, monitored and handled the situations and gave the advices to the children by different adults in joint families where as this motoring and control is less in nuclear families.

Parental age had significant negative relationship with Hostile-Aggressive and Hyperactivity-Distractibility and Behavioural problems at. 05 level. Which means as parental age increases hostile and hyperactive behaviors decreases. Experienced parents were more mature in managing and controlling their child's behaviours than less experienced parents.

Gender has significant positive relationship with Anxious - fear and negative relationship with Hostile-Aggressive behaviours of children. Which indicates that girls had more Anxious – Fear behaviour when compared to the boys. Boys had more Hostile- Aggressive

behaviours when compared to the girls. Reddy *et al.*, (2016) reported that in preschool children particularly boys had temper tantrums, fights and bites, destructive nature, management problems, hyperkinesis and distractibility more when compared to girls.

The study concludes that behavioural problems existed at low level among most of the tribal children attending anganwadis. It is important to note that few of them had at moderate level and meager percent had them at high level. Hostile- Aggressive behaviours are more when compared to the anxious and fear, hyperactive and distractive behaviours. Behaviour problems decreases with parental age, parental education and family type. Children of illiterate parents, younger age parents and from nuclear families had more behavior problems. Boys had more hostile and aggressive behaviours than girls whereas girls had more fear and anxious behaviours than boys.

Thus, the present study suggest effective parent education programmes for both younger parents and illiterate parents in order to improve their parenting skills in how to handle and reduce the behavioural problems in their children and how to inculcate positive behaviours in the children. Anganwadi teacher should be trained in early identification and management of behavioural

problems in children and also to guide and counsel the parents.

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