Educational
Administration
Theory and Practice

Behavioural Pattern Of Single Child Versus Child With Siblings Between 6-12 Years Of Age In Selected School, Bhubaneswar, Odisha.

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ARTICLE INFO	ABSTRACT
	The behavioural patterns of school-age children, a comparative research used to compare the behaviour of children who were either single or who had siblings in a number of CBSE schools in Odisha. Total 280 samples were selected and cluster sampling technique was employed (single child group 140 samples and child with siblings group 140 samples). The behaviour of Childs was evaluated using a modified behavioural checklist. Value of reliability was 0.89. The study found a statistically significant difference between the behavioural patterns of solitary children and children with siblings of 1673.00 at p=0.0000*. Hence it was revealed that the behavioural pattern of child with siblings was good than the behavioural pattern of single child. In chi square analysis there was no significant association found between the behavioural pattern of single child versus child with siblings with their selected demographic variables. Childhood is a crucial time in one's life. The child's problems must be recognized and resolved by parents and educators. As per study findings many of the children who were the lone children had psychological issues. To assist and mentor the kids in leading a life that is both physically and psychologically healthy, the parents must recognize their issue and interact with them. Every child displayed a distinct level of conduct. The behavioral issue needed to be treated and evaluated with appropriate treatment. Mothers should take as much time as they can to express their emotions and ideas in order to make them unforgettable.

Key words: Children, Behaviour, Behavioural pattern |

INTRODUCTION

Behaviour is any activity or mannerism that a person, a creature, a system, or an artificial entity engages in in relation to another person, a system, a different organism, or the (inanimate) physical world. It is the calculated response of a system or organism to a variety of inputs or stimuli, whether internal or external, conscious or unconscious, overt or covert, voluntary or involuntary[1].

During the stages of human life, human behavior refers to the potential and demonstrated capacity for physical, mental, and social activities[2].

Behavioural disorders in children are defined as a pattern of disruptive behaviors that lasts at least 6 months and causes issues at school, at home, and in social interactions. Behavioral disorders in children are defined as a pattern of disruptive behaviors that lasts at least 6 months and causes issues at school, at home, and in social

interactions. Almost everyone exhibits some of these behaviors at some point in their lives, but behavior disorders are more problematic[3].

The phrase "Behavioural problem" refers to issues that significantly deviate from accepted behavior. Compared to adjustment disorders, these issues are more enduring, 4562tilize4562ized, and difficult to manage. Mature standards, setting boundaries, reasoning, monitoring, and supervising are all effective positive methods of behaviour modification that are frequently employed by parents. It's becoming more common for parents to 4562tilize harsh, unpleasant techniques of behaviour control, like physical punishment and verbal abuse". (Brody 2011)[4].

Firstborn children like to be in charge; therefore they'll either be a complainer or a more active mover and shaker. Because of parental pressure, they are frequently high achievers (or over achievers) and expectations, as well as a desire to reclaim what is rightfully yours. If they fail, they will receive parental consent.

A wide spectrum of personality traits, but in the opposite direction of their older sister, will be displayed by the middle kid. The development of leadership abilities is frequently hampered by this. Siblings who are younger typically stand out from those who are older. They are funnier and more gregarious. They are more carefree and have fewer responsibilities. They are generally loved and have strong social connections outside of the family, but they rarely show leadership qualities[5].

It has been observed that siblings of children with impairments think their mothers favour them more than siblings without disabilities. They are more anxious and more likely to experience behavioural problems. (Bischoff & Tingstrom 1991)[6].

Many conventional notions about lone children are incorrect, according to research; they are intellectual, affiliate, and achieve.

A child's behaviour pattern may be affected by a variety of factors, including physical illness, peer pressure, and the natural maturation process. Changes in a parent's behaviour habits can be confusing and frustrating for children. It is imperative that parents look for significant changes and react appropriately[7].

OBJECTIVES

To assess the behavioural pattern of a single child.
To assess the behavioural pattern of child with siblings.
To compare the behavioural pattern of a single child and child with siblings between 6-12 years of age.
To find out the association between the behavioural pattern of single child verses child with siblings with their selected demographic variables

MATERIAL AND METHOD

The study used a comparative research design with a quantitative survey research approach. This study took place at the Mother public school, and St. Xaviere 's school, laxmisagar, in Bhubaneswar, Odisha, among children between 6 to 12 years of age.

The study employed a clustered sampling approach to acquire 280 samples. For data collection, the trial lasted one month. All single child and child with siblings aged 6 to 12 years were included in this study. This study excluded children who were not available at the time of data collection.

Permission was procured from ethical committee of Sum Nursing College and Principal of the Institutes.

Two self-structure tools were developed: age, gender, no of siblings, types of family, mother's age, mother's education, occupation of mother's, monthly family income, area of living were collected socio-demographic data of children by a structured questionnaire with nine elements.

Second, utilising the Modified behavioral checklist, which consists of 34 items, a systematic technique for assessing the behavioural pattern of children. Before data was collected, professionals validated and updated both tools. The chron bach alpha formula was used to assess the behavioural pattern of children used for the planned interviews, and the result was 0.863. This outcome is unmistakable.

A pilot study was conducted to test the feasibility of the research.

RESULT:

The data was entered into an Excel sheet (Microsoft Corporation). The data was presented as a mean with a standard deviation. A study was conducted to assess the behavioural pattern of children in a selected school in Bhubaneswar, and the results show that around in single child 58% age group of 9 to 12 years, 50% sample were boys, 50% sample belongs from nuclear family, 48% sample mothers age is more than 35years, 47% sample mothers are graduate, 57% samples mothers are home maker, 91% sample from urban area. The distribution of demographic variables of child with siblings represents that 61% age group of 9 to 12 years, 57% sample were boys, 60% sample belongs from nuclear family, 30% sample mothers age is more than 35years, 55% sample mothers are graduate, 62% samples mothers are home maker, 98% sample from urban area.

In child with siblings' group 78.57% child were having good behaviour pattern, 19.28% child were having average behaviour pattern, and 2.14% child were having poor behaviour pattern.

DISCUSSION:

The present study revels In single child 8.5% child were having good behaviour pattern, 80% child were having average behaviour pattern, and 11.4% child were having poor behaviour pattern.

Hesketh T, Et al (2007) conducted a study to determine levels of behavior problem in primary school children, and to explore key determinants relevant to the Chinese context being an only child, urban living, school stresses, being bullied and physical punishment. Scores showed that 13.2% of the children had a behavior problem. Girls manifest more emotional problems (2.3%) and boys more conduct problems. Emotional problems were most strongly associated with being an only child was not associated with behavior problems. 61 Hence the researcher concluded that the majority of single child had an average behavior pattern and some of children had poor behavior pattern. So the researcher gave guidance to the mother to provide psychological support for the child in order to modify the child's behavior[37].

In this study child with siblings group 78.57% child were having good behaviour pattern, 19.28% child were having average behaviour pattern, and 2.14% child were having poor behaviour pattern.

idirectional associations between sibling relationships and children□s problem behaviors are robust, and links with prosocial behavior have also been reported. Using cross-lagged models, we were able to conservatively test temporal directions of links between positive and negative aspects of sibling relationships and children□s prosocial behavior and conduct problems across a three-year time-span in middle childhood. The Avon Longitudinal Study of Parents and Children (ALSPAC: http://www.bristol.ac.uk/alspac/researchers/data-access/data-dictionary/) is an ongoing population-based study designed to investigate the effects of a wide range of factors on children□s health and development. For the purposes of the current analyses, we included 2043 ALSPAC families who had just one older sibling as well as the target child, with an age-gap of no more than five years. Mothers reported about the quality of the sibling relationship and both children□s prosocial behavior and conduct problems when the target child was aged 4, and again at age 7 years. Confirming our hypothesis, individual child behavior was predictive of sibling relationship quality, and sibling relationship quality was predictive of later child behavior, providing robust evidence of bidirectionality for both prosocial behavior and conduct problems. It would beconsistent to expect that an improvement in either sibling relationship quality or individual children□s behavior could have a positive spillover effect. We also found evidence of older sibling dominance in the domain of prosocial behavior and the positive aspects of sibling interaction. idirectional associations between sibling relationships and children□s problem behaviors are robust, and links with prosocial behavior have also been reported. Using cross-lagged models, we were able to conservatively test temporal directions of links between positive and negative aspects of sibling relationships and children□s prosocial behavior and conduct problems across a three-year time-span in middle childhood. The Avon Longitudinal Study of Parents and Children (ALSPAC: http://www.bristol.ac.uk/alspac/researchers/data-access/data-dictionary/) is an ongoing population-based study designed to investigate the effects of a wide range of factors on children□s health and development. For the purposes of the current analyses, we included 2043 ALSPAC families who had just one older sibling as well as the target child, with an age-gap of no more than five years. Mothers reported about the quality of the sibling relationship and both children□s prosocial behavior and conduct problems when the target child was aged 4, and again at age 7 years. Confirming our hypothesis, individual child behavior was predictive of sibling relationship quality, and sibling relationship quality was predictive of later child behavior, providing robust evidence of bidirectionality for both prosocial behavior and conduct problems. It would b consistent to expect that an improvement in either sibling relationship quality or individual children□s behavior could have a positive spillover effect. We also found evidence of older sibling dominance in the domain of prosocial behavior and the positive aspects of sibling interaction. idirectional associations between sibling relationships and children□s problem behaviors are robust, and links with prosocial behavior have also been reported. Using cross-lagged models, we were able to conservatively test temporal directions of links between positive and negative aspects of sibling relationships and children□s prosocial behavior and conduct problems across a three-year time-span in middle childhood. The Avon Longitudinal Study of Parents and Children (ALSPAC: http://www.bristol.ac.uk/alspac/researchers/data-access/data-dictionary/) is anongoing population-based study designed to investigate the effects of a wide range of factors on children□s health and development. For the purposes of the current analyses, we included 2043 ALSPAC families who had just one older sibling as well as the target child, with an age-gap of no more than five years. Mothers reported about the quality of the sibling relationship and both children□s prosocial behavior and conduct problems when the target child was aged 4, and again at age 7 years. Confirming our hypothesis, individual child behavior was predictive of sibling relationship quality, and sibling relationship quality was predictive of later child behavior, providing robust evidence of bidirectionality for both prosocial behavior and conduct problems. It would be consistent to expect that an improvement in either sibling relationship quality or individual children□s behavior could have a positive spillover effect. We also found evidence of older sibling dominance in the domain of prosocial behavior and the positive aspects of sibling interaction.

Pike. A, 2016 conducted a study on child behavior with sibling relationship. It was a longitudinal study of parents and children. Ongoing population based study design was adapt for this study.

For the purpose of this study total researcher included 2,043 families who had just 1 older sibling as well as the target child, with an age gap of no more than 5 years. Questionnaire method was use for data collection. It

would be consistent to expect that an improvement in either sibling relationship quality or individual children's behaviour could have a positive spillover effect. Result found evidence of older sibling dominance in the domain of prosaically behavior and the positive aspects of sibling interaction

Table 4.1: Mean, standard deviation, u value of the behavioural pattern of single child versus child with siblings by Mann-Whitney U test.

N=n1(140)+n2(140)= 280

SL NO	GROUP	N	Mean	SD	"u" value	
					Calculated	P value
1	Single child	140	35.09	9.24	1673	0.0001***
2	child with siblings	140	16.36	8.87		

P<0.05= significant ***= extremely significant

The table showed that the mean and standard deviation of single child and child with siblings' group were 35.09 +9.24 and 16.36 + 8.87 respectively. The Mann-Whitney U test value was 1673 (p<0.0001) which was statistically significant. Therefore, the null hypothesis was rejected and research hypothesis was accepted. There was significant difference in behavioural pattern of a single child and child with siblings between 6-12 years of age. Hence it was revealed that the behavioural pattern of child with siblings was good than the behavioural pattern of single child.

Table 4.2: Association between behavioural patterns of single child with socio demographic variables by using chi square
Chi square analysis of age, gender, type of family, mothers age, mothers' education status, mothers' occupation, monthly family income, area of living with single child.

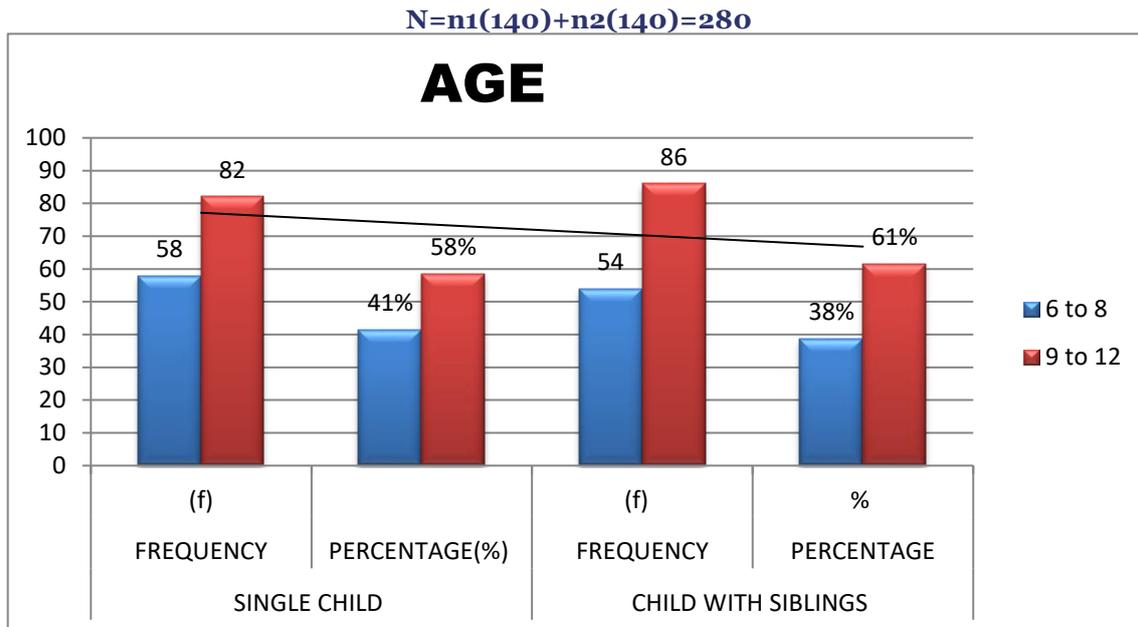| Sl no	DEMOGRAPHIC VARIABLES	LEVEL OF BEHAVIOURAL PATTERN						Chi-square	DF	Table value
		Good		Average		Poor				
		F	%	F	%	F	%			
1	Age									
	6 to 8	3	2	46	32	9	6			
	9 to 12	9	6	66	47	7	5	2.789	2	0.248NS
2	Gender									
	Boys	5	3	58	41	8	5			
	Girls	7	5	54	38	8	5	0.448	2	0.799NS
4	Types of family									
	Nuclear	5	3	58	41	8	5			
	Joint	5	3	36	25	4	5			
	Extended	2	1	18	12	4	2	1.466	4	0.833NS
5	Age of mother (in years)									
	25-27									
	28-30	1	0.7	9	6	3	2			
	21-35	3	2	19	13	1	0.7			
	More than 35	4	2	27	19	5	3			
		4	2	57	40	7	5	4.657	6	0.588NS
6	Mother's education									
	No formal	0	0	1	0.7	0	0			
	Primary	2	1	9	6	1	0.7			
	Secondary	0	0	12	8	2	1			
	Graduate	6	4	55	39	6	4			
	Post graduate and above	4	2.85	35	25	7	5	3.736	8	0.880NS
7	occupation of mothers									
	Home maker	8	5	64	45	9	6			
	Private job	2	1	11	7	2	1			
	Government job	1	0.7	22	15	1	0.7			
	Self employee	1	0.7	15	10	4	2	4.411	6	0.621NS
8	Monthly family income									
	10,000- 20,000									
	21,000-30,000									
	More than 30,000									
		11	80	12	8	16	11			
		2								
9	Area of living									
	Urban	11	7	101	72	16	11			
	Rural	1	0.7	11	7	0	0	1.724	2	0.422NS

N= 140
P<0.05= significant*

Table 4.3: Association between behavioural patterns of child with siblings with socio demographic variables by using chi square

Chi square analysis of age, gender, type of family, mothers age, mothers' education status, mothers occupation, monthly family income, area of living with child with siblings group.

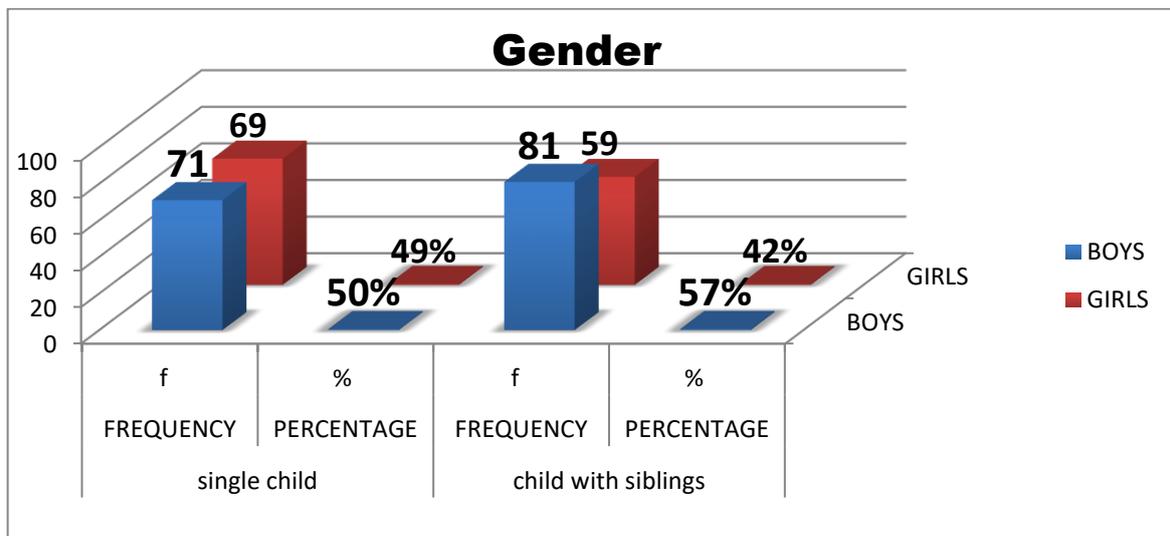|		N=140								
Sl no	DEMOGRAPHIC VARIABLES	LEVELN OF BEHAVIOUR PATTERN						Chi-square	Df	Table value
		Good		Average		Poor				
		F	%	F	%	F	%			
1	Age									
	6 to 8	41	29	11	7	2	1			
	9 to 12	69	49	16	11	1	0.7	1.131	2	0.568NS
2	Gender									
	Boys	59	42	19	13	3	2			
	Girls	51	36	8	5	0	0	4.723	2	0.094NS
4	Types of family									
	Nuclear	60	42	21	15	3	2			
	Joint	37	26	5	3	0	0			
	Extended	13	9	1	0.7	0	0	7.073	4	0.132NS
5	Age of mother(in years)									
	25-27	17	12	6	4	1	0.7			
	28-30	28	20	5	3	1	0.7			
	21-35	34	24	5	3	1	0.7			
	More than 35	31	22	11	7	0	0	4.829	6	0.566NS
6	Mothers education									
	No formal	7	5	2	1	0	0			
	Primary	2	1	1	0.7	0	0			
	Secondary	15	15	1	0.7	0	0			
	Graduate	60	42	17	12	1	0.7			
	Post graduate and above	26	18	6	4	2	1	5.718	8	0.679NS
7	occupations of mother									
	Home maker	67	47	18	12	3	2			
	Private job	15	10	5	3	0	0			
	Government job	11	7	3	2	0	0			
	Self employee	17	12	1	0.7	0	0			
								4.643	6	0.590NS
8	Monthly family income							.553	2	.758NS
	10,000- 20,000	0	0	0	0	0	0			
	21,000-30,000	2	1	0	0	0	0			
	More than 30,000	108	77	27	19	3	2			
9	Area of living									
	Urban	106	75	27	19	3	2			
	Rural	4	2	0	0	0	0	1.123	2	0.570NS

P<0.05=significant*

Distribution of samples according to socio-demographic variable by using frequency and percentage.
Frequency and percentage distribution of socio-demographic variables through graphical presentation.

N=n1(140)+n2(140)=280

AGE

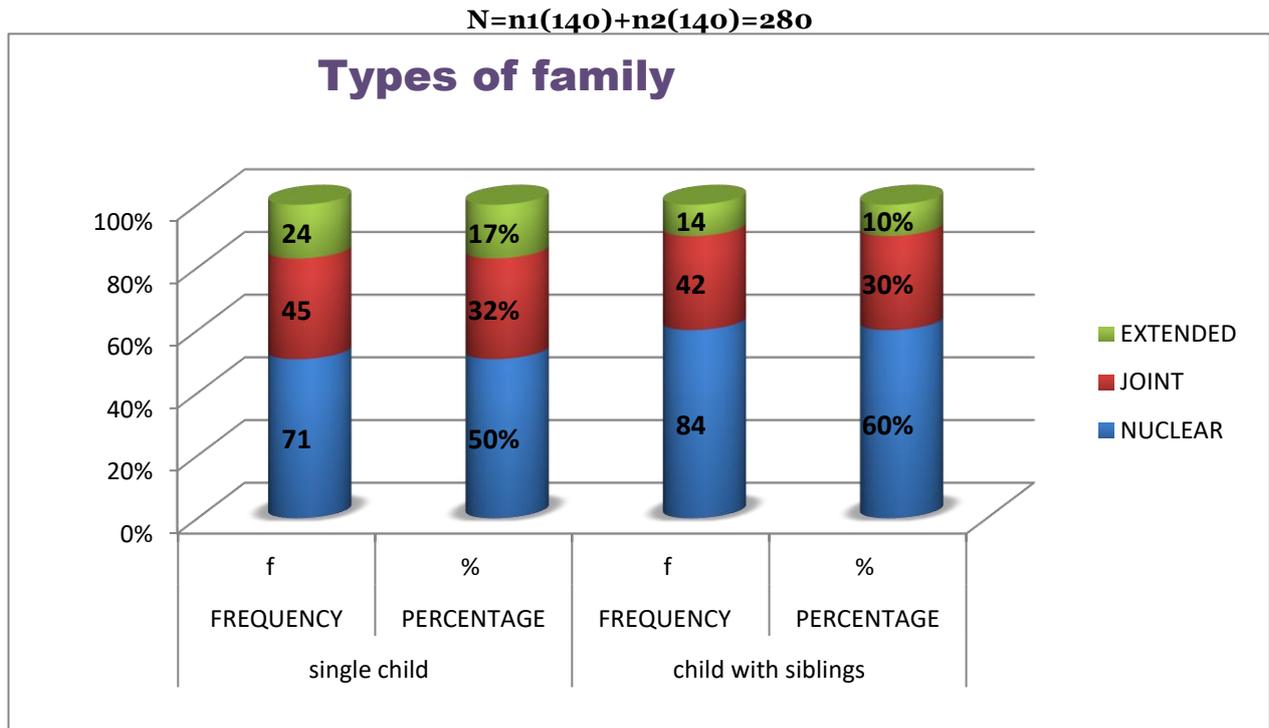**Figure 3.1: Bar diagram showing distribution of sample according to their age**

The above diagram showed that 58% sample were under 9-12 years age and 41% sample were under 6-8 years of age in single child where as 61% sample were under 9-12 years age with siblings 38% sample were under 6-8 years of age in child

N=n1(140)+n2(140)=140+140

Gender

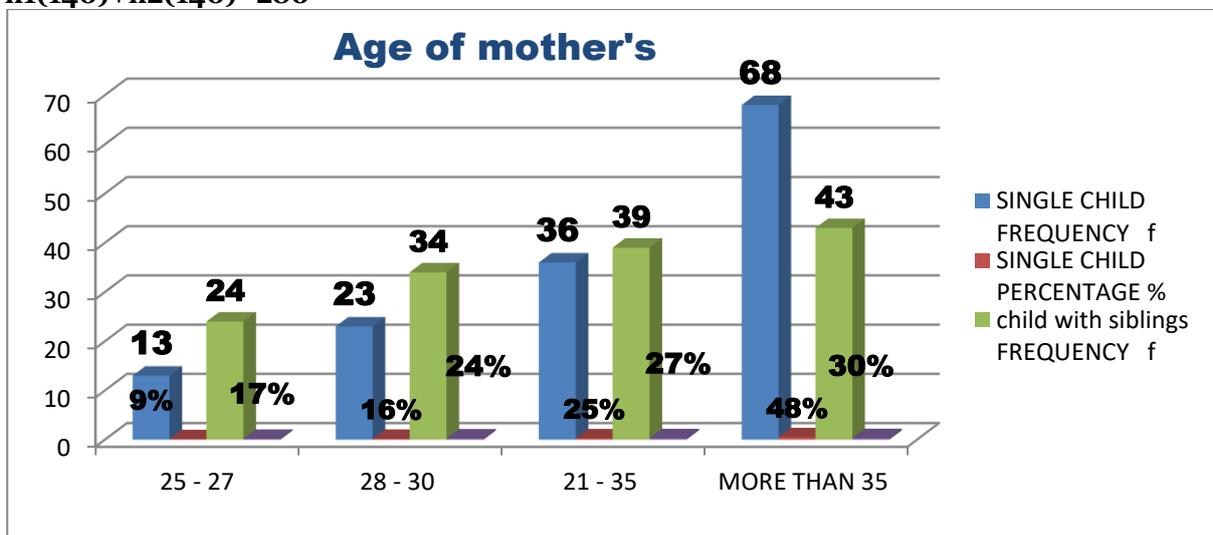**Figure 3.2: Bar diagram showing distribution of sample according to their gender**

The above diagram showed that 50% sample were belong to boys and 49% sample were belongs to girls in single child where as that 57% sample were belongs to boys and 42% sample were belongs to girls in child with siblings

N=n1(140)+n2(140)=280

Figure3.3: Bar diagram showing distribution of sample according to their types of family

The above diagram showed that 50% sample were belonged to nuclear family, 32% sample were belongs to joint family and 17% sample were belonged to extended family in single child where as 60% sample were belonged to nuclear family, 30% sample were belongs to joint family and 10% sample were belonged to extended family in child with siblings.

N=n1(140)+n2(140)=280

Figure3.4: Bar diagram showing distribution of sample according to their age of mother

The above diagram showed that 48% samples mother age were between more than 35 years of age, 25% samples mother age were between 31-35 years of age, 16% samples mother age were between 28-30 years of age, 9% samples mother age were between 25-27 years of age in single child where as 30% samples mother age were between more than 35 years of age 27% samples mother age were between 31-35 years of age, 24% samples mother age were between 28-30 years of age and 17% samples mother age were between 25-27 years of age in child with siblings .

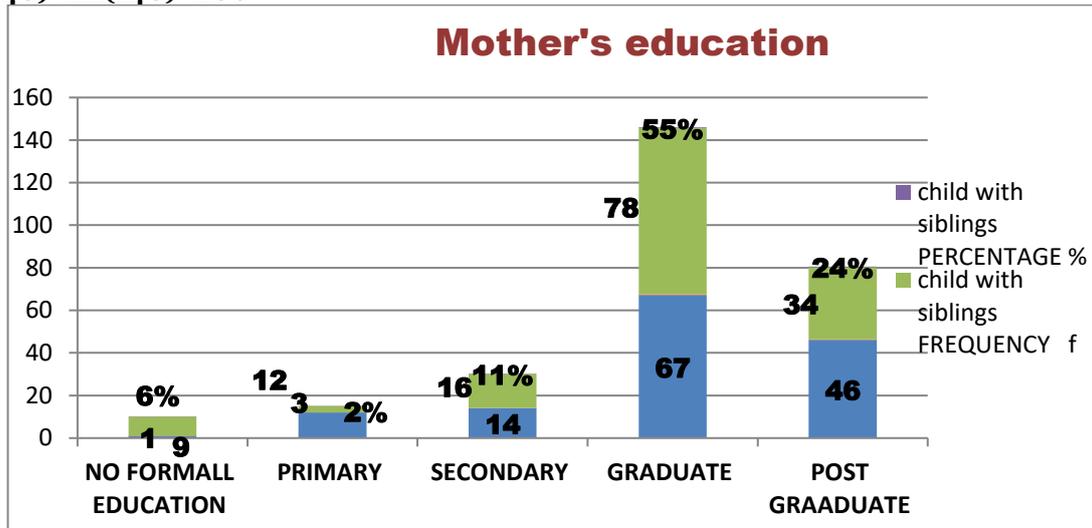**N=n1(140)+n2(140)=280**

Figure 3.5: Bar diagram showing distribution of sample according to their mother's education.

The above diagram showed that 48% sample mother's age were between more than 35 years of age 25% sample mother's age were between 31-35 years of age, 16% sample mother's age were between 28-30 years of age, 9% sample mother's age were between 25-27 years of age in single child where as 30% samples mother's age were between more than 35 years of age, 27% sample mother's were between 31-35 years of age in 24% sample mother's age were between 28-30 years of age, 17% sample mother's age were between 25-27 years of age in child with siblings.
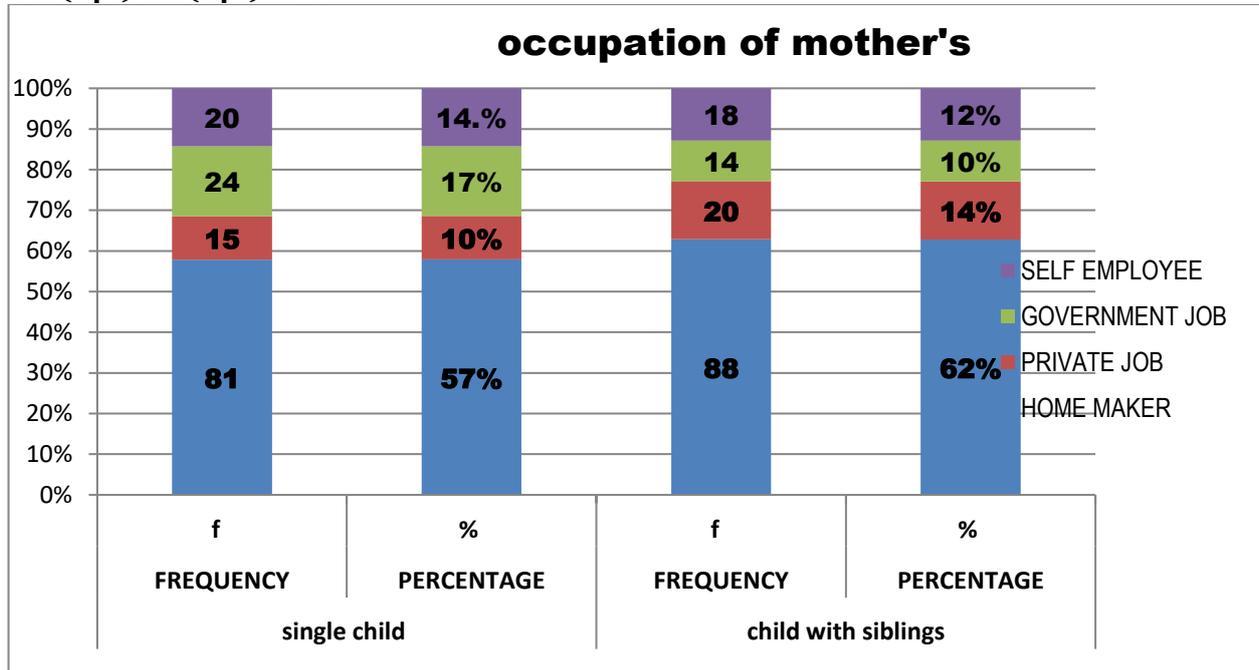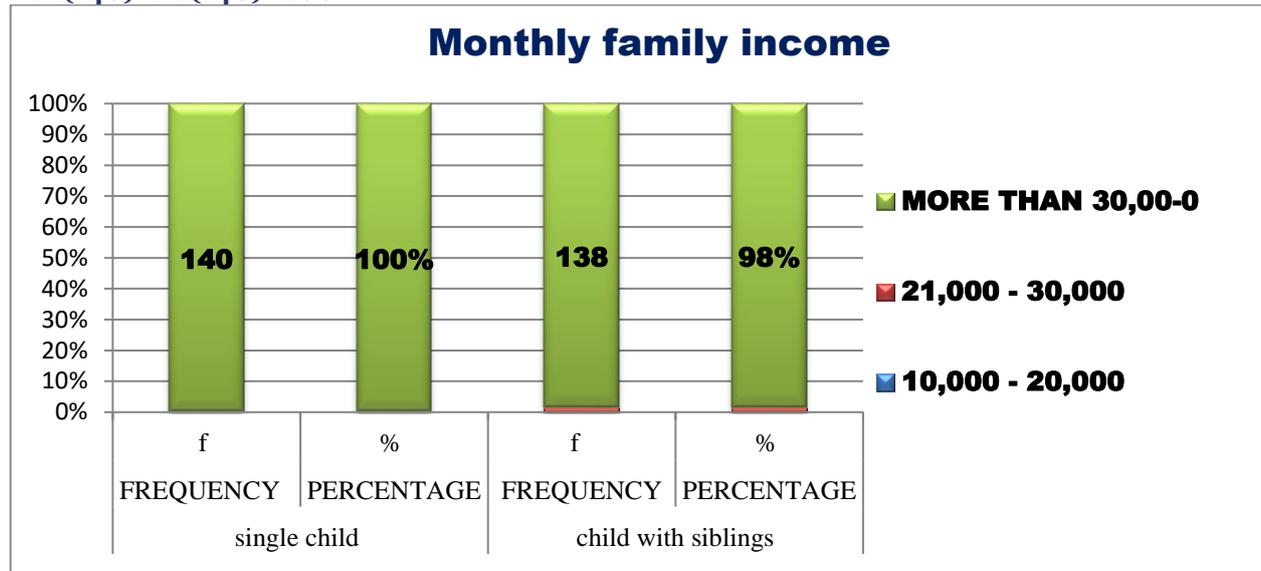
N=n1(140)+n2(140)=280

Figure 3.6: Bar diagram showing distribution of sample according to their occupation of mother's.

The above diagram showed that 57% samples mothers were home maker, 17% were government employee, and 14% were self employee, 10% were doing private job in single child where as 62% samples mothers were home maker, 14% were doing private job, 12% were self employee 10% were government employee in child with sibling.
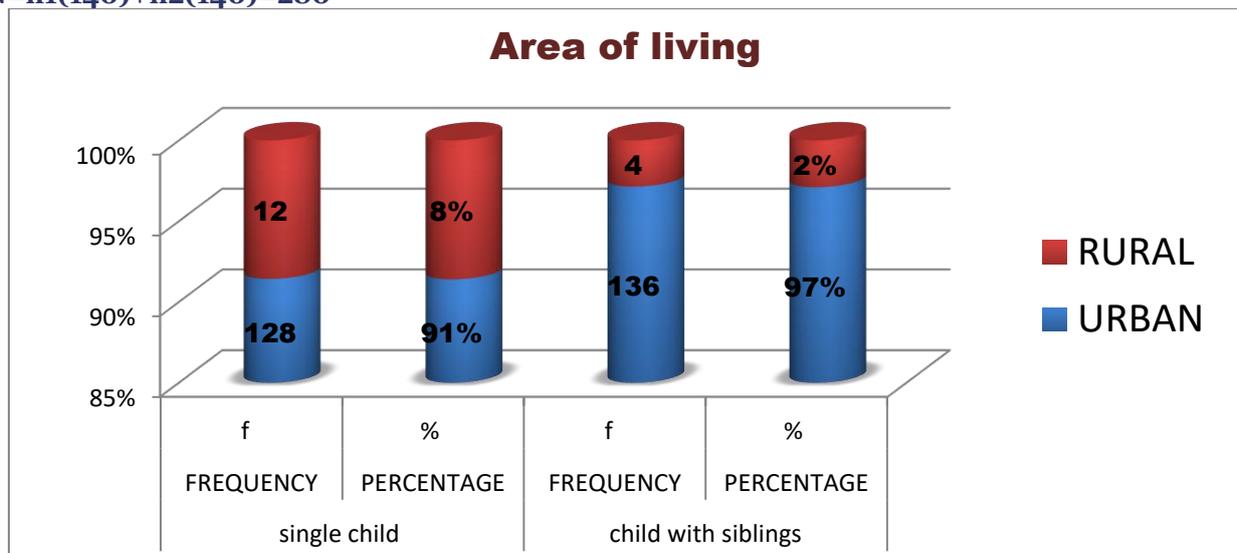
N=n1(140)+n2(140)=280

Figure 3.7: Bar diagram showing distribution of sample according to their monthly family income.

The above diagram showed that 100% sample monthly family income were more than 30,000 in single child group where as 98% samples monthly family income were more than 30,000 a1% sample family monthly income were 21,000-30,000 in child with siblings
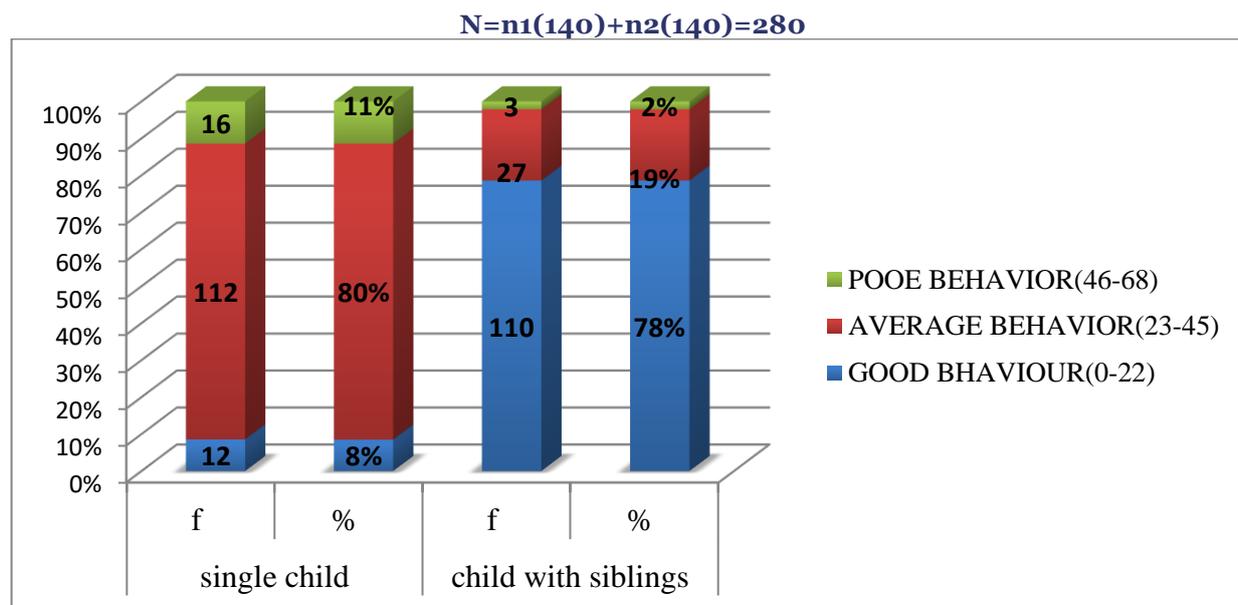
N=n1(140)+n2(140)=280

Figure 3.8: Bar diagram showing distribution of sample according to area of living.

The above diagram showed that 91% samples area of living were urban and 8% were rural area in single child where as 97% samples area of living were urban and 2% were rural area in child with siblings.

Frequency percentage distribution of Level of behavioral pattern of single child &child with siblings.

N=n1(140)+n2(140)=280

Figure 3.9: Bar diagram showing distribution of sample according to single child group and child with siblings group.

The above diagram showed that 80% sample were having average behavior pattern and 11% sample were having poor behavior pattern, 8% sample were having good behavior pattern in single child where as 78% sample were having good behavior pattern, 19% sample were having average behavior pattern and 2% sample were having poor behavior pattern in child with siblings.

DISCUSSION:

objective 1: To assess the behavioural pattern of a single child Table showed that: In single child 8.5% child were having good behaviour pattern, 80% child were having average behaviour pattern, and 11.4% child were having poor behaviour pattern.

Hesketh T, Et al (2007) conducted a study to determine levels of behavior problem in primary school children, and to explore key determinants relevant to the Chinese context being an only child, urban living, school stresses, being bullied and physical punishment. Scores showed that 13.2% of the children had a behavior problem. Girls manifest more emotional problems (2.3%) and boys more conduct problems. Emotional problems were most strongly associated with being an only child was not associated with behavior problems. 61 Hence the researcher concluded that the majority of single child had an average behavior pattern and some of children had poor behavior pattern. So the researcher gave guidance to the mother to provide psychological support for the child in order to modify the child's behavior".

Objective 2: To assess the behavioural pattern of child with sibling

Table showed that: In child with siblings group 78.57% child were having good behaviour pattern, 19.28% child were having average behaviour pattern, and 2.14% child were having poor behaviour pattern. idirectional associations between sibling relationships and children's problem behaviors are robust, and links with prosocial behavior have also been reported. Using cross-lagged models, we were able to conservatively test temporal directions of links between positive and negative aspects of sibling relationships and children's prosocial behavior and conduct problems across a three-year time-span in middle childhood. The Avon Longitudinal Study of Parents and Children (ALSPAC: http://www.bristol.ac.uk/alspac/researchers/data-access/data-dictionary/) is an ongoing population-based study designed to investigate the effects of a wide range of factors on childrens health and development. For the purposes of the current analyses, we included 2043 ALSPAC families who had just one older sibling as well as the target child, with an age-gap of no more than five years. Mothers reported about the quality of the sibling relationship and both childrens prosocial behavior and conduct problems when the target child was aged 4, and again at age 7 years. Confirming our hypothesis, individual child behavior was predictive of sibling relationship quality, and sibling relationship quality was predictive of later child behavior, providing robust evidence of bidirectionality for both prosocial behavior and conduct problems. It would be consistent to expect that an improvement in either sibling relationship quality or individual children's behavior could have a positive spillover effect. We also found evidence of older sibling dominance in the domain of prosocial behavior and the positive aspects of sibling interaction.

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Longitudinal Study of Parents and Children is an ongoing population-based study designed to investigate the effects of a wide range of factors on childrens health and development. For the purposes of the current analyses, we included 2043 ALSPAC families who had just one older sibling as well as the target child, with an age-gap of no more than five years. Mothers reported about the quality of the sibling relationship and both childrens prosocial behavior and conduct problems when the target child was aged 4, and again at age 7 years. Confirming our hypothesis, individual child behavior was predictive of sibling relationship quality, and sibling relationship quality was predictive of later child behavior, providing robust evidence of bidirectionality for both prosocial behavior and conduct problems. It would be consistent to expect that an improvement in either sibling relationship quality or individual childrens behavior could have a positive spillover effect. We also found evidence of older sibling dominance in the domain of prosocial behavior and the positive aspects of sibling interaction.

idirectional associations between sibling relationships and childrens problem behaviors are robust, and links with prosocial behavior have also been reported. Using cross-lagged models, we were able to conservatively test temporal directions of links between positive and negative aspects of sibling relationships and childrens prosocial behavior and conduct problems across a three-year time-span in middle childhood. The Avon Longitudinal Study of Parents and Children is an ongoing population-based study designed to investigate the effects of a wide range of factors on childrens health and development. For the purposes of the current analyses, we included 2043 ALSPAC families who had just one older sibling as well as the target child, with an age-gap of no more than five years. Mothers reported about the quality of the sibling relationship and both childrens prosocial behavior and conduct problems when the target child was aged 4, and again at age 7 years. Confirming our hypothesis, individual child behavior was predictive of sibling relationship quality, and sibling relationship quality was predictive of later child behavior, providing robust evidence of bidirectionality for both prosocial behavior and conduct problems. It would be consistent to expect that an improvement in either sibling relationship quality or individual childrens behavior could have a positive spillover effect. We also found evidence of older sibling dominance in the domain of prosocial behavior and the positive aspects of sibling interaction.

Pike. A, 2016 conducted a study on child behavior with sibling relationship. It was a longitudinal study of parents and children. Ongoing population based study design was adapt for this study. For the purpose of this study total researcher included 2,043 families who had just 1 older sibling as well as the target child, with an age gap of no more than 5 years. Questionnaire method was use for data collection. It would be consistent to expect that an improvement in either sibling relationship quality or individual children's behaviour could have a positive spillover effect. Result found evidence of older sibling dominance in the domain of prosaically behavior and the positive aspects of sibling interaction.

Monika S. Masare, 2017 conducted a study on child behaviour problem with socio demographic factors. This cross sectional observational study was conducted on 304 secondary school children studying in 8th and 9th standard in the regarding socio-demographic profile and Strength and difficulties questionnaire. The analysis was done using Microsoft Excel and SPSS software. Results found that In this study, the prevalence of abnormal behavioral according to self-rated SDQ was found to be 1.6% while prevalence of borderline abnormal behavior was 11.2% and majority 87.2% of study subjects were normal having no behavioral problem. The combined borderline and abnormal behavioral problems were more prevalent in the age group of 12-13year (64.1%) and 13-14 years (30.8%), also more prevalent among girls (69.2%) compared to boys (30.8%). The prevalence of behavioral problems was higher among students studying in 9th standard (74.4%, 29/39) and studying in Hindi medium (61.5%). The incidence was found to be more in students who belongs to nuclear families (79.5%) and also was more among those who were first born compared to middle born and last born children. Majority of fathers were working as semiskilled (41.4%) and skilled (32.9%) workers, among the father's alcohol users (45.06%) were high compared to the tobacco users (31.9%).

IMPLICATION:

The study has implication in different spheres of nursing-

Nursing practice
The study is very useful for all researchers about understanding the behavioural pattern in children. The findings of the study can be implemented in modification of behavioural pattern of children. The nurse clinician enhance the knowledge of nurse practitioner irrespective of children's age, gender, type of family, mothers age, mothers educational status through instruct the parents about good parenting. In order to raise the child without behavioral issues and assist him or her fit in with the school environment and surroundings, the nurse can train the mother to adopt the relationship of the child.

In nursing research
The findings of the study can be utilize by nurse researcher to accumulate the new idea about behavioural pattern of school going child. The nurse research can undertake extensive research to identify the behavior

issue. The nurse researcher take initiative to do research to raise the standard of living for single children and also can give you the fundamental facts about a household with just one child.

In nursing education
The nurse educator can teach the nursing student about the importance of behavioural pattern of school going children. Nurse educator can educate the students about the behavioural pattern difference between a single child and a child whose having siblings. The nurse educator can be trained the nursing students in that way so they can encourage parents to learn about their children's behavior. The nurse must instruct and advise the parents on how to raise the child at each stage of growth.

In nursing administration
The nurse administrator should design an educational programmed to teach both parents and students about value of good behavior and relationships. To prevent behavioral issues specially in single child, nurse administrators should encourage the school health nursing staff to participate in counseling and education programmers.

CONCLUSION:

Childhood is a crucial time in one's life. The child's problems must be recognized and resolved by parents and educators. As per study findings many of the children who were the lone children had psychological issues. Poor interpersonal skills are a common problem among single children as a result of ineffective relationships. To assist and mentor the kids in leading a life that is both physically and psychologically healthy, the parents must recognize their issue and interact with them. Every child displayed a distinct level of conduct. The behavioral issue needed to be treated and evaluated with appropriate treatment. Mothers should take as much time as they can to express their emotions and ideas in order to make them unforgettable.

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