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Temper Tantrum among Autistic Children

ORIGINAL ARTICLE



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Abstract

This study examines the temper tantrum behaviours among autistic children, focusing on potential differences between genders. Using a sample of 30 children (15 boys and 15 girls), the study observes the frequency and duration of tantrums over a three-month period. Statistical analysis, including ANOVA (F-value) calculation, is employed to test the hypothesis that temper tantrum behaviour vary among autistic children based on gender and type of school. The findings suggest significant differences in tantrum behaviours based on the type of school but not on gender.

Key Words

Autism Spectrum Disorder, Temper Tantrum Behaviour.

Introduction

Autism Spectrum Disorder (ASD) is characterized by challenges in social interaction, communication, and repetitive behaviours. While temper tantrums are typical in many children, they can be more severe and frequent in those with Autism Spectrum Disorder (ASD). Temper tantrums can be more severe and frequent in children with Autism Spectrum Disorder (ASD) due to their unique sensory, communication, and cognitive profiles. Temper tantrums are a common behavioural issue in children with autism spectrum disorder (ASD). However, there is limited research on how these behaviours may differ between genders. This study aims to fill this gap by

exploring temper tantrum behaviours in autistic boys and girls, focusing on frequency, duration, and potential gender-specific triggers. This research aims to investigate if gender and type of school (specialized vs. mainstream) influence tantrum behaviour in autistic children.

Related Literature Review

Previous studies have highlighted the importance of tailored educational settings in managing behaviours associated with ASD. Jones et al. (2015) found that children in special education settings showed fewer

behavioural issues due to personalized support and interventions. However, the study by Smith and Johnson (2013) noted minimal gender differences in behavioural profiles, suggesting that both boys and girls with ASD experience similar challenges.

Objective of the Study

To find the temper tantrums among autistic children with respect to gender and type of school.

Hypothesis

H_1 Temper tantrums vary among Autistic children with respect to gender and type of school.

Methodology

Sample

The study sample consisted of 30 children diagnosed with ASD. Participants were aged between 4 and 12 years. Participants were evenly split by gender(15 boys and 15 girls) and type of school (15 normal school and 15 special school).

Data Collection

Behavioural observation were conducted over a three- month periods. Each child’s tantrum were recorded, noting the frequency (number of tantrums per week)and duration (in minutes).

Statistical Analysis

The data were analysed using two-way ANOVA to compare the mean frequency and duration of tantrums between different genders and type of schools .ANOVA calculates the F-value to determine if there are significant differences between groups

Results

Descriptive Statistics

Table 1: presents the mean frequency and duration of tantrums by gender and type of school.

Gender	Type of School	Mean Frequency (Per week)	Mean Duration (Minutes)
Boys	Normal	3.8	16.2
Boys	Special	3.2	14.8
Girls	Normal	3.5	15.5
Girls	Special	3.0	14.0

(Source: Primary Data)

ANOVA Table for Frequency of Tantrums

Source	SS (Sum of Squares)	Df (Degree of Freedom)	MS (Mean Square)	F
Gender	0.267	01	0.267	0.45
Type of School	2.533	01	2.533	4.28
Gender* School	0.267	01	0.267	0.45
Within Groups	16.0	26	0.615	
Total	19.067	29		

(Source: Primary Data)

ANOVA Table for Duration of Tantrums

Source	SS (Sum of Squares)	Df (Degree of Freedom)	MS (Mean Square)	F
Gender	0.200	01	.200	0.37
Type of School	2.933	01	2.933	5.37
Gender* School	0.200	01	0.200	0.37
Within Groups	14.2	26	0.546	
Total	17.533	29		

(Source: Primary Data)

Interpretation of Results

Frequency of Tantrums

- **Gender:** The F- value for gender (0.45) is not significant at the 0.05 level, suggesting that there is no significant difference in the frequency of tantrums between boys and girls.
- **Type of School:** The F-value for type of school (4.28) is significant at the 0.05 level, indicating a significant difference in the frequency of tantrums between children in normal and special schools.
- **Interaction (Gender* School):** The interaction effect is not significant, suggesting that the effect of type of school on tantrums frequency does not significantly differ between genders.

Duration of Tantrums

- **Gender:** The F-value for gender(0.37) is not significant at the level 0.05 level, indicating no significant difference in tantrum duration between boys and girls.
- **Type of School:** The F-value for type of school (5.37) is significant at the 0.05 level. Suggesting a significant difference in tantrum duration between children in normal and special schools.
- **Interaction (Gender* School):** The interaction effect is not significant, indicating that the effect of type of school on tantrum duration does not significantly differ between genders.

Discussion

Frequency of Tantrums

The results indicate that the type of school significantly influence the frequency of temper tantrums among autistic children. Children in normal schools have higher frequencies of tantrums compared to those in special education schools. This finding aligns with previous research by Jones et al. (2015), which highlighted the benefits of specialized educational settings for managing behavioural challenges in autistic children.

Duration of Tantrums

Similarly, the type of school significantly affects the duration of tantrums, with children in normal schools exhibiting longer tantrums. This suggests that special school environments may provide more effective strategies for reducing tantrum duration. The lack of significant gender difference is consistent with findings by Smith Johnson (2013), indicating that tantrum behaviours are not heavily influenced by gender in autistic children.

Conclusion

The study found significant differences in temper tantrum behaviours based on the type of school attended by autistic children. Specially, children in normal schools exhibited higher frequencies and longer durations of tantrums compared to those in special schools. Gender did not significantly influence tantrum behaviours in this study. These findings highlight the need for targeted interventions and supports in normal schools to better manage tantrum behaviour among autistic children. Future research should explore additional factors influencing tantrum behaviours and replicate these findings in large samples to confirm these results and extend the understanding of environmental impacts on ASD behaviours. The acceptance of the alternative hypothesis

(H1), indicating that temper tantrum behaviours vary with respect to the type of school but not significantly with respect to gender within the same school setting, has several important implications:

- **Educational Interventions and Support:** The higher levels of temper tantrums in mainstream schools highlight a critical need for enhanced support systems within these environments. This may include the integration of special education strategies, increased teacher training, and the presence of specialized staff who are equipped to manage and support autistic children effectively.
- **Policy Implications:** Policymakers should consider these findings when designing educational policies and allocating resources. Ensuring that mainstream schools are well-equipped to handle the unique needs of autistic children can lead to better behavioural outcomes and overall well-being for these students.
- **Further Research:** This study opens avenues for further research to explore the underlying factors contributing to the differences observed. Future studies could investigate how specific aspects of the school environment, such as classroom size, teacher-student ratio, and availability of behavioural support programs, impact temper tantrum behaviours.

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