

## A Study Of Behavioural Problems Among Students

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**Abstract-** This paper aims to study the behavioural problems among students of Nagpur.

The Purposive sample of 600 children from the different schools were selected. Detailed interview schedule was prepared and information was gathered from selected children and their parents. Standardized psychological tests of Problem behaviour checklist for parents by Vimla Veer Raghvand and Archana Dogra, were used for data collection. Statistical analysis was done by using percentage, mean, mode, SD, student's t-test. The hypothesis was tested by using t-test. The results of the study reveals that boys have more behavioural problems than the girls. As, difference between the means is significant, the null hypothesis is rejected. Hence, there is significant difference was found in the Behavioral Problems of boys and girls aged 10-12 years. As the mean value of behavioural problems for boys was found greater than mean value for girls, it was boys have more behavioral problems than girls.

### Introduction

**B**ehaviour can be defined as the way in which an individual behaves or acts. It is the way an individual conducts herself/himself. But behaviour becomes a problem when it deviates so greatly from what is appropriate for the child's age group that is significantly interferes with the development and /or the lives of the others. In short behavioural problems among children are the behaviour that is not according to norms of the society. Each society has accepted ways of life which are known as norms. The way one conforms to, or deviates from, these norms will form bad or good behaviour. Behavioural problems can occur in the children of all ages. Some children might display behaviour that may seem odd or disagreeable and that may cause the child an emotional and social problems. According to Williams, a psychologist during the age group ten to twelve over all environment in where child lives are very important in forming proper behaviour and also behavioural problems among children. He has divided this environment into three parts.

1. Family Environment.
2. School Environment.
3. Social and personal Environment.

As we know family plays a very crucial role in the child's life. Parents, as well as other members

of the family forms the family environment. Family environment is very important for the development of a child. The type of family environment, relationships of family members with the child, interpersonal relationships directly or indirectly affect the personality of a child. The behaviour of a child is get moulded by imitating the parent, and other members of the family. Initially family has more influence on children which shape them directly or indirectly.

#### Family environment includes mainly

1. Parental relationship.
2. Parent- child relationship.

As stated above parent are the important factor of a family. Initially, child comes in contact with parent. If parental interpersonal relationships are healthy then there will be good impact on child's behaviour. And if the relationship is unhealthy then it can have adverse effect on child's behaviour. Parental conflicts can give rise to the poor personality of a child. Contrast to this if parental relationships are happy, friendly, satisfied, if they respect each other, then child will also learn this behaviour from them, which will make him a acceptable child. Studies shows that parent spend considerably less time with their children during late childhood (Collins, 2002).

Parent-child relationship is as much important as the parental interpersonal relationship. If Parents are caring parents, the child is getting

proper love and affection, security, sympathy from them then this will be helpful for the child to form the self confidence. But if this is not so, then child can develop negative attitude, and other behavioural problems also. When parents punish by yelling, screaming or spanking, then they are presenting a children with out of control models for handling stressful situations. Children may imitate this aggressive, out of control behaviour (Sim, Ong, 2005) A recent research review concluded that corporal punishment used by parents is associated with higher levels of immediate compliance and aggression by the children (Gershoff, 2002). Different type of Parental relationship with their child can be observed as under.

1. Overprotection – This can be due to many reasons, such as late marriage of parent, late birth of a child after marriage, difficult pregnancy, birth of a boy child after the birth of two or more girls, if the child is a single child etc. If parent are overprotective, then child get many restrictions from parents, resulting in poor social, personal development of a child.
2. Rejection- Rejected parental attitude is totally different than that of overprotective parent. Rejection can be due to some reasons such as, unwanted child, disabled child, if some bad incidence took place after the birth of a child etc. Whatever is the cause, rejected parent child relationship affects a child in many ways. Child can develop number of behavioural problems which can be turn to crimes in the adult life. Many children have poor self control, low self esteem, immaturity, may show patterns of truancy and delinquency.
3. Parental Favouritism – This can be seen in the form of expressing more love and affection toward a child who is good looking, intelligent. And a Child who is not up to the marks can get lower attention from the parents. If parental attitude is unequal then it leads to jealousy among children. Rejected child may try to harm a favourite child of the parent, in many ways. Self centered attitude, lack of sympathy can be shown by siblings. In many families male child get preference more over a female child.
4. Unrealistic expectations of the parents – If the parents have unrealistic expectations from their child, and if he or she fails to fulfill their expectations, then it can leads to inferiority in child, stress can be developed, lower down the confidence level of a child, which can invite many mental illness among children.

5. Discipline used by the parent - While teaching appropriate behaviour to the child, sometimes parents used very harsh disciplinary techniques, which are not very effective but can cause many behavioural problems among children. Studies shows that sons of authoritarian parents may behave aggressively (Hart et. al. 2003).
6. Socio-Economic Status of the family- Some behavioural problems can be a product of SES. Children belong to the lower SES as well as higher can show more behavioural problems compare to the middle SES.

After the family and the family environment, school and school environment affects the life of a child. Many studies showed that the functioning and structure of the classroom affect children's emotional and social development. When child enters the school he can experience school environment happy or unhappy. Happy school experience can make a child feel confident. But unhappy experiences of a school can make a child feels anxious, and can be a cause of many behavioural problems in a child. There are concerns that schools and teachers have biases against boys and girls (DeZolt, Hull, 2001). Further, the study explained the causes of biases against boys and girls as under.

In a typical classroom, boys demands more attention, girls are more likely to wait for their turn. In schools, a large majority of teachers are females. This may make it more difficult for boys than girls to identify with their teachers and model their teacher's behaviour. Boys are more likely to have learning problems than girls. Boys are more likely to criticize than girls. In many classrooms, teachers spend more time watching and interacting with boys while girls work and play quietly on their own. Many studies indicate that behaviour problems are more observed in boys than girls.

Healthy teacher child relationship is very important in a child's life. Teachers attitude toward a child, discipline used by them in the school, can affect behaviour of a child in a different manner. For example, healthy teacher child relationship develops feelings of security among children, while poor teacher child relationship make a child dull, fearful, feel neglected, hatred attitude toward teachers and school authorities.

Social Environment of a child plays a very important role in development of a child. Social

Environment includes neighbours, peers, and nearby areas where child lives. Healthy social environment help a child in making good social adjustment. Poor social environment can add behavioural problems such as use of vulgar language, smoking, make use of drugs, quarrelling, stealing, lying, disrespects other etc.

Personal Environment includes personal development of a child, physique, emotional and mental development of a child. Physically weak children can be irritable, aggressive, as these children are unable to play with other children due their poor physical development they take help of crying, temper tantrums Parents are also unable to understand reasons behind their behaviour.

Different behavioural problems can occur in child ,depending on the family, family environment, school, school environment, social environment and personal environment. A study was conducted to study the behavioural problems among students of Nagpur city.

**Aims and Objectives of the study**

- The main aim of the study was to study “Behavioural problems among students aged 10-12 years”.

**Objectives**

1. To study the behavioural problems among children aged 10-12 years.
2. To study the behavioural problems, of children with reference to their sex.

**Hypothesis -This study propose to test the following hypothesis.**

- 1) There is no significant difference in behavioural Problems between boys and girls aged 10 to 12 years.

**Research Methodology**

**Sample :**Since the present study is based on behavioural problems , aged 10-12 years, it was decided at the outset that the subjects will be selected from various parts of Nagpur city. The schools were selected accordingly for data collection.

**Selection of Sample:** Purposive sample of 600 children from the various schools of Nagpur were selected. Further, 600 children were divided into 300 boys and 300 girls.

**Tools of Data Collection :**This being an exploratory study dealing with the behavioural problems, of

children, aged 10-12 years from different schools from Nagpur were selected and detailed interview schedule was prepared and information was gathered from selected children and their parents. Standardized psychological tests i.e. Problem behaviour checklist for parents by Vimla Veer Raghvand and Archana Dogra, were used for data collection.

The problem behaviour checklist listed 58 behavioural problems and three response categories. The parents have to access degree of the problems which are related to their children. For this, the parents have to read each problem one by one and access whether that problem occurs most often, occasionally or never in their child as per the question. They have to put a tick marks in front of response, most suitable to their child.

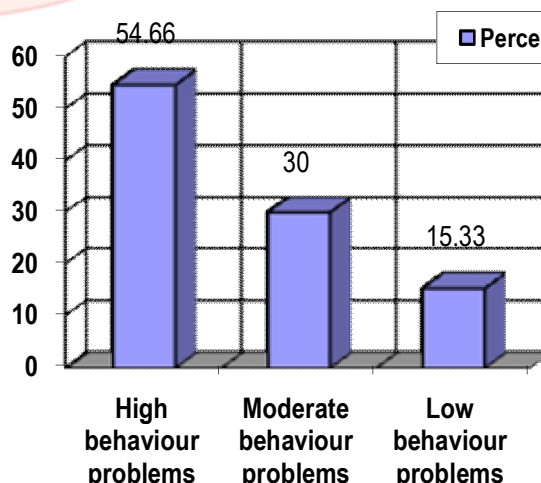
**Scoring of problem Behaviour Checklist.**

1.Item indicative ‘High Problem Behaviour’ were given 3 marks.2.‘Average’ and ‘no problem’ behaviour were assigned a score of 2 and 1 point respectively. Total score obtained ranged between 58-174 thus indicating that higher the score, the higher the score lesser the problem behaviour of the child.

**Interpretation:** All the 58 items selected were indicative of behaviour problem in children. These were to be tick marked by the respondents on a 1-3 point scale as to what extent the behaviour occurred ‘most often’, ‘occasionally’, ‘never’. Thus the scores range between 58 and 174. These scores were divided into three categories based on the scores obtained by the Normal Population. ( N = 600 ) .

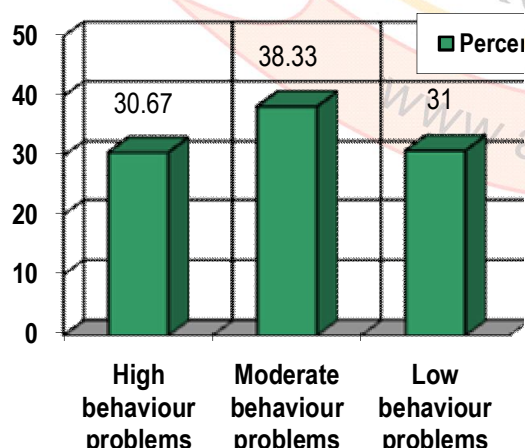
**Results and Discussion**

**Figure -0.1 Behavioural Problems of Boys**



From the above figures it is found that a large number of boys have ‘High behavioural Problems’. It is found that out of three hundred total number of boys, 164 boys showed “High Behavioural Problems” and their percentage is 54.66. In Indian society methods of child rearing are different for boys. Some behaviours such as attention seeking, aggressiveness, boasting, anger, destructiveness, arrogance, use of rough language etc. are considered as appropriate for boys in some families. So these behaviours can take the forms of problems in case of boys. It is an alarming sign for the parents, school and to the society that boys of this age group (10-12 yrs) are showing high behavioural problems. Parental education, type of family, family environment neighbours, siblings, peers, socio economic status of parents, disciplinary methods used by school authorities etc. can affects the behaviour of boys . Parental separation can also considered as a reason behind more behavioural problems among boys. The longitudinal study published in Australian statistics report, 2010 shows that boys in Australia are having more behavioural problems such as hyperactivity, destructiveness, aggressiveness etc.(Annual Statistical report,2010). In the present study less boys were found in the category of “Moderate Behavioural Problems” and only few boys that is forty six boys were found in the category of “ Low Behavioural Problems”.

**Figure No- 02 Behavioural Problems of Girls**



From the above figure it is found that a large number of girls aged 10-12 years, have ‘Moderate behavioural Problems’.It can be observed that one hundred and fifteen girls are in category of “Moderate Behavioural Problems” and their percentage is 38.33.Their mean is 115.51 and

standard deviation is 31.93.We can say that more girls are having moderate behavioural problems. Generally, it is observed that, girls from their childhood are expected to behave according to the norms of the society. And their behaviour is controlled by their mothers, grandmothers, in the school by teachers. So, they learn that bad behaviour is not accepted for them. For them shyness, politeness, honesty, kindness, modesty, cooperative behaviour etc are considered as an ideal behaviours in our society. So may be this can be reasons they showed “Moderate Behavioural Problems”. New evidence is emerging that shows boys and girls behave differently, and parenting practices also vary depending on the gender of the child. Girls seems to have lesser behavioural problems than boys( Gehan Roberts, 2010). But sometimes it is seen that behavioural problems such as jealousy, rivalry, emotional outburst etc are more common among girls than boys.

**Results of t- Test- PBCL**

**Table showing ‘t’ score for Behavioural Problems of boys and girls**  
**Independent variable: Sex**  
**Dependent variable: Behavioural Problems**

Sr. No.	Sex type	Size of sample	Mean	S. D.	‘t’ Value	Significant / Insignificant	Hypothesis Accepted/ Rejected
1	Boys	300	131.46	30.65	6.24	Significant	Rejected
2	Girls	300	115.51	31.93			

**\*t value at 0.01 level for 598 df is 2.59**

The above table indicates ‘t’ score for Behavioural Problems of children as per their sex. Sr. No.1 shows score for boys, sample size is 300 in number, mean value is 131.46 and SD is 30.65. Sr. No. 2 shows score for girls, sample size is 300, and mean score is 115.51 and SD is 31.93.

**Null Hypothesis**

**Ho : There is no difference in behavioural problems between boys and girls.**

Calculated ‘t’ value for both the means is 6.24 which is greater than table value 2.59 at 0.01

level of significance for df 598. Hence, difference between the means is significant, the null hypothesis is rejected. **It means there is significant difference in the Behavioural Problems of boys and girls aged 10-12 years.** It can be observed that mean value of behavioural problems for boys is greater than mean value for girls hence it can be said that **boys have more behavioural problems than girls.**

**Conclusion:**

This research study draws following conclusions.

1. The boys have more behaviour problems than girls.

**Suggestions and Recommendations**

1. As initially family and family environment plays a very important role in teaching appropriate behaviour to the child, it is essential that family environment should be healthy.
2. Child should have good role model to imitate proper behaviour in the family.
3. Healthy husband wife, parent child relationship is very important in teaching proper behaviour to the child. School should provide full time counsellor for helping children in the school as well as regular counselling should be provide to the parents on the different aspects of child development.
4. Physical education, games, sports, dramatization, storytelling, brain storming, songs, free periods, yoga, music etc should be made compulsory regular feature in all the schools along with the studies by the government.
5. Different disciplinary methods to teach appropriate behaviour to the child should be adopted.
6. Rules regarding do's and don'ts should be form according to understanding level of the child and then punishment should be given. Harsh, physical punishment should not be used to teach appropriate behaviour to the child as it can harm their personality.
7. Parents should create a good role model in front of their child because e behaviour of children learned by imitation only.

Finally, it is concluded that Behavioural problems can affect the all round development of a child. It can also have adverse effect on the society as

a whole or to the family. Decreasing good behaviour among children and its effects on the child and on the society is an issue of concern all over the world. Hence, there is an urgent need to look after these areas of child development because it can have long term effects on the life of the children.

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