

## **Identification of Behavioural Problems among 6-12 Years Government School Going Children**

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### **Abstract**

The recent study was conducted to identify the behavioural problems among 6-12 years government school going children of Ludhiana district, Punjab. A quantitative approach with exploratory study design was used with a view to develop the guidelines along with the objectives. The data was collected using selected demographic variables of teachers and children, and standardized tool Strength and Difficulties Questionnaire. The results revealed that in overall total difficult score both teachers (33.33%) and parents (36.66%) reported very high category and followed by 26.6% by teachers and 26.6% by parents in high category of behavioural problems. The association between overall behavioural problems of children with demographic variables revealed that age, gender and occupational status of mother was found statistically significant with overall behavioural problems of children. Thus it was concluded that more and more training, education programs and seminars should be carried out for teachers and parents to identify the behavioural problems at the initial stages.

**Keywords:** Behavioural problems, Government school going children, Strengths and Difficulties Questionnaire.

### **Background of the Study**

To predict the future of a nation, it has been remarked, one need not consult the stars; it can more easily and plainly be read in the faces of its children. Although childhood is generally regarded as a carefree time of life, many children and adolescents experience emotional difficulties growing up. While children go from school age to their preteens, there are many changes that take place, typical development for 6-12 years olds is both physical and behavioral. Children grow taller at a rate of about two and a half inches each year. They will also gain weight at a faster pace when they reach the age of 8 years old. At age 8, children will usually start thinking about how they look to other people. For girls, it is very common to be over concerned about their weight. However, boys are often sensitive about their height. There is a range of risk factors for behavioral problems in children that relate to the parent, family and/or social or economic environment. Behavioral problems in childhood are also likely to lead to a variety of negative psychosocial outcomes in adolescence and adulthood, including an elevated risk of peer rejection, early initiation of drug abuse, depression, juvenile

delinquency, school failure, and mental disorders. These negative outcomes can impact not only the life of the individual but also the community and society at large. Parents and teachers often regard normal behaviour that interferes with the efficient running of the home or school as problem behaviour. When they do this, they are likely to develop unfavorable attitudes in the child toward them and toward the situation in which the behavior occurs. The result is the many children then develop the real problem behaviour such as lying, sneakiness, destructiveness as the way of getting their revenge. In this study selected behavioral problems are related to emotional problems, conduct disorder and hyperactivity disorder, peer relations and pro-social behaviour.

### **Need of the Study**

The World health organization estimated that about 10-20% of children worldwide have mental or behavioural problems. Furthermore affected children are neglected and do not have access to appropriate resources for recognition, support and treatment. Every society needs physically and mentally healthy individuals in order to progress in various socio- economic and cultural domains. In

developing countries 50% of population consists of children. The well-being of this great population is significantly influence on the future health and flourishing of society and next generation. It is therefore necessary to focus on increased attention on children's' mental and physical health in order to take essential measures for preventing and treating psychological disorders.

### **Statement of the Problem**

Identification of Behavioural Problems among 6-12 Years Government School Going Children

### **Objectives:**

- To identify the selected behavioural problems among 6-12 years government school going children of selected schools on the basis of reporting by teachers.
- To identify the selected behavioural problems among 6-12 years government school going children on the basis of reporting by parents.
- To find the association between the behavioural problems and selected demographic variables among government school going children.

### **Hypothesis**

- H<sub>1</sub>- There is statistically significant difference in the prevalence of selected behavioural problems among school going children at  $p < 0.05$  level of significance in reporting of teachers and parents.
- H<sub>2</sub>- There is statistically significant association between the behavioural problems and selected demographic variables among selected school going children at  $p < 0.05$  level of significance. The review of present study was organized under six broad categories i.e. studies related to overall behaviour problems, hyperactivity disorder, conduct disorder, emotional problems, peer problems and abnormal prosaically behaviour.

### **Review of Literature**

ZS Lassi, et al (2011) conducted a cross-sectional study on behavioural problems among children living in orphanages facilities of Karachi, Pakistan. The study was conducted on a sample of 330 children, aged 4-16 years, living in either an SOS or other conventional or orphanages of Karachi, Pakistan. Data was collected and assessed the behavioural problems using Strength and Difficulties questionnaire (SDQ). Behavior problems on Strength and difficulty questionnaire subscales were compared in 2 groups. Results showed overall prevalence of behavioural problems was 33%. On univariate comparison, groups did not differ to their overall behavioural problems, while they are significantly different on the peer scales ( $P=0.026$ ). They found a high burden of behavioural problems among children living in orphanages of Karachi, Pakistan.

Tabitha Wang'ery (2013) conducted a descriptive study to assess the influence of peer pressure on behavioural aspects. It was conducted on 217 students from six schools of Kenya. A paper based questionnaire was used. The result found that 30% of adolescents reported that having been encouraged by peers to engage in romantic relationships, more than 31% were those who reported to get encouraged by friends to attend parties, near about 40% were those who reported to get encouraged to have friends of the opposite sex by peers and more than 15% were encouraged to take drugs. Hence, the findings proved that the negative influence of peer pressure occur on behaviour of adolescence.

Robert E. Mckeown, Joseph R. Holbrook, Melissa L. Danielson, Steven P. Cuffe, Mark L. Wolraich and Susanna M. Visser (2015) conducted a case control study to determine the impact of varying ADHD diagnostic criterion on prevalence estimate. Parents and teachers report identified high and low screened children with ADHD from elementary schools in two states that produce a diverse overall

sample. 1060 caregivers are interviewed. The results showed that teachers and parents reported 6 or more ADHD symptoms for 20.5% children respectively. Hence, it was concluded that these findings quantify the impact on prevalence estimates of varying case definition criteria for ADHD Methodology. An exploratory approach and non-experimental comparative design was adopted to accomplish the objectives of the study. The present study was conducted in Ludhiana district the reliability for standardized tool i.e. Strength and Difficult Questionnaire was 0.79 through Cronbach's alpha coefficient and reliability for self-structured tool was found 0.82 through split half technique. Therefore, tool was found to be reliable to conduct the main study. Sample consisted of teachers and parents of 30 selected 6-12 years school going

children of government primary school dhulkot of Ludhiana district. The teachers and parents reported separately for each selected school going child. The teachers and parents were contacted who were present at the time of data collection and teaching the same student from at least 6 months.

### Analysis of data

Appropriate descriptive and inferential statistics were employed to analyze data as per objectives and hypothesis of the study. Frequency, range and percentage distribution of sample characteristics was computed. Mean, SD of selected behavioural problems score was calculated as reported by teachers. Frequency and Percentage Distribution of School Going Children According to their Demographic Profile N=314

Demographic variables	Frequency (n)	Percentage
Gender		
Male	160	50.96
Female	154	49.04
Age (years)		
6-88.	147	46.82
1-10	71	22.61
10.1-12	96	30.57
Birth Order		
First	141	44.90
Second	96	30.57
Third or more	77	24.52
Education of Mother		
Illiterate	106	33.76
Primary	155	49.36
Up to Matric	37	11.78
Senior Secondary	14	4.46
Graduation & Above	2	0.64
Education of father		
Illiterate	70	22.29
Primary	169	53.82
up to Matric	65	20.70
Senior Secondary	10	3.18
Graduation & Above	0	0.00
Occupation of father		
Service	15	4.78
Business	14	4.46
Labour	277	88.22
Unemployed	8	2.55
Occupation of father		
Service	15	4.78
Business	14	4.46
Labour	277	88.22
Unemployed	8	2.55

Family Income (Rs. / Month)		
<10,000	272	86.62
10,001-30,000	40	12.74
30,001- 50,000	2	0.64
>50,000	0	0.00
Living Siblings		
One	28	8.92
Two	161	51.27
Three or More	125	39.81
Dietary habits		
Vegetarian	239	76.11
Non Vegetarian	37	11.78
Eggetarian	38	12.10
Area of residence		
Rural	293	93.31
Urban	21	6.69
Caste		
General	32	10.19
Scheduled Castes	239	76.11
Backward Classes	41	13.06
Other Backward Classes	2	0.64
Occupation of mother		
Housewife	143	45.54
Business	02	0.64
Labour	167	53.18
Service	02	0.64
Marital status of F/M		
Married	306	97.45
Divorced	6	1.91
Widow/ Widower	2	0.64
Remarried	0	0.00
Type of family		
Joint	48	15.29
Nuclear	213	67.83
Extended	53	16.88

It was concluded that according to gender majority of teachers 66.66% were female, age 31-40 years were 36.8% and 47.4% were M.A. qualified teachers. Fifty two percent were learned behavioural disorder topic during their post-graduation training and duration of contact with child 47.4% had three years or above. So, teachers had important role in assessing behavioural disorders in children.

**Frequency and Percentage Distribution of Children according to their Behavioral Problems as reported by Teachers and Parents**  
**N=314**

Behavioural	Teacher	Parents	Chi-	
	No.	%age	No.	%age
Emotional				
Close to average	212	67.52	216	68.79
Slightly Raised	40	12.74	35	11.15
High	26	8.28	47	14.97
Very High	36	11.46	16	5.10
Conduct Problems				
Close to average	206	65.61	188	59.87
Slightly Raised	40	12.74	45	14.33
High	30	9.55	58	18.47
Very High	38	12.10	23	7.32
Hyperactivity				
Close to average	270	85.99	260	82.80
Slightly Raised	32	10.19	31	9.87
High	06	1.91	12	3.80
Very High	06	1.91	11	3.50
Peer Problems				
Close to average	148	47.13	127	40.45
Slightly Raised	128	40.76	91	28.98
High	16	5.10	42	13.38
Very High	22	7.01	54	17.20
Prosocial				
Close to average	274	87.26	223	71.02
Slightly Raised	18	5.73	32	10.19
High	04	1.27	15	4.78
Very High	18	5.73	44	14.01
<b>Total Difficult Score</b>	<b>No.</b>	<b>%age</b>	<b>No.</b>	<b>%age</b>
Close to average	04	1.27	15	4.78
Slightly Raised	66	21.02	63	20.16
High	96	30.57	82	26.11
Very High	148	47.13	154	49.04

**\*0.1 level of significance**

In emotional problems 36.6% slightly raised, 30% close to average, 20% very high and 13.33% high as reported by teachers. But parents reported 36.6% close to average category, 33.33% slightly raised, 20% high and 10% very high in emotional problems. In conduct problems 36.6% slightly raised, 26.6% close to average, 20% very high and followed by 16.6% in high category as reported by teachers. But parents reported 40% in close to average, 30% slightly raised and 20% high category in conduct problems. In hyperactivity problem both teachers (36.66%) and parents (33.33%) reported close to average category and followed by teachers (30%) and parents (26.6%) in slightly raised category. In peer problems both teachers (40%) and parents (40%) reported close to average category and followed by teachers 26.6% in

high category and parents 26.6% in slightly raised category. For pro-social behaviour both teachers (50%) and parents (53.33%) reported close to average category and followed by slightly raised 26.6% by teachers and 20% by parents. In overall total difficult score both teachers (33.33%) and parents (36.66%) reported very high category and followed by 26.6% by teachers and 26.6% by parents in high category.

The overall total difficult score of behavioural problems as measured by SDQ questionnaire indicated that 47.13% were reported in close to average category by teachers, followed by high 30.57%, 21.02% slightly raised and only 1.27% enclose to average category. As reported by parents 49.04% were in very high followed by high 26.11%, 20.06% slightly raised and only 4.78% in close to average category in difficult score of behavioural problems. But these were also not found significant. Hence, the Research Hypothesis H1 is accepted as there is significant difference in prevalence of selected behavioural problems among school going children and null hypothesis H0 is rejected.

**Conclusion**

It was concluded that age of child, education of parents, occupation of mother, number of living siblings and area of residence had shown impact on conduct behavioural problems among school going children. In pro-social behavior, it was concluded that gender, age, education of mother,

education of father, occupation of mother, living siblings, dietary habits and area of residence has found association with pro-social behavioural problems of school going children in teacher's perception. The overall behavioural problems had found association with age, education of mother, education of father, occupation of father, occupation of mother and living siblings of school going children in teachers perception. Therefore, it can be concluded from significant association between the selected demographic variables that age of child, number of living siblings and education of mother had shown impact on all selected behavioural problems except peer behavioural problems. So, it is recommended that more training programs for primary school teachers and awareness campaign for parents and care takers to be organized to prevent from these problems at early stages.

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