

Behavioural Problems Among 6-12 Years School Going Children As Perceived By Their Parents

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Abstract: An exploratory study was conducted to identify the behavioural problems among 6-12 years school going children as perceived by their parents on the basis of standardized tool of SDQ. Data was collected from the parents of 314 school going children between the age of 6-12yrs. A quantitative approach with exploratory study design was used with a view to develop the guidelines along with the objectives. The finding revealed that in total difficult score 49.04% had very high overall behavioural problems and 26.11% had high behavioural problems. It was concluded from the results that in domains of determinants of behavioural problems as reported by parents, parents attitude had shown high impact on prevalence of behavioural problems. In reporting of parents only emotional and conduct behavioural problems among boys had more mean score than girls. Education of mother, education of father, occupation of mother and dietary habits has found association with overall behavioural problems of school going children in parents perception. Hence, it can be concluded that parents attitude played great role in development of children behaviour.

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

Date of Submission: 02-12-2019

Date of Acceptance: 18-12-2019

I. Background of the Study

Behavior refers to all physical responses, habits and skills, all the emotional responses, feelings and tensions, all the intellectual responses such as thinking, remembering, perceiving, reasoning and willing. It develops from experiences in infancy, childhood, adolescence and maturity. Behaviour is influenced by the society and culture. Each response to these stimuli in every society has to be a socially acceptable response to norms and values of a particular society. But if the needs of children and their experiences are not met, it may lead to behavioural problems. The question of who or what is responsible for a child's problems has given way to an understanding that the combinations of factors affecting development – biological, environmental, psychological are almost limitless.²

School going children are an important vulnerable segment of the Nation's population. Children in the school going age group of 5 to 16 years constitutes a total of 30% of the total population. School age is a dynamic period of physical growth and development, when the child undergoes rapid mental, emotional and social changes. Therefore school going children are susceptible groups for behaviour problems. Behavioural problems can occur in children of all age and very often start early in life. Community studies on emotional and behavioural problems in children and adolescents conducted in India have yielded desperate point prevalence i.e., estimates from 2.6% to 35.6%.^[3]

NEED OF THE STUDY:

Normal behavior in children depends on the child's age, personality, physical and emotional development. A child's behavior may be a problem if it doesn't match the expectations of the family or if it is disruptive. Normal or "good" behavior is usually determined by whether it is socially, culturally and developmentally appropriate. Knowing what to expect from your child at each age will help you to decide whether his or her behavior is normal.⁴

Monika Masare, Priti J. Patale, Seema S. Bansode-Gokhe (2019) conducted a cross-sectional study on behavioural problems in school children of age 7-18 years. The study was conducted on parents and teachers of 304 school children of metropolitan city. Strengths and Difficulties Questionnaire was used by parents and teachers to assess the behavioural and emotional problems of children. Results showed that parents were not much concerned as response reported for parents related SDQ was only 64.8% and response rate for teachers was 100%. Out of 304 study subjects 22(7.2%) were having behavioural difficulties, 11(3.6%) were reported to be abnormal. It was concluded from the study that parents, teachers, child-care givers were more aware about

symptoms of mental health problems of their children. So, they may be the most important persons in restoring the mental health conditions of children in time. ^[5]

STATEMENT OF THE PROBLEM:

An exploratory study to identify the behavioural problems and their determinants among (6-12years) government school going children of Ludhiana District, Punjab.

Objectives included were:

1. To identify the selected behavioural problems among 6-12 years government school going children of selected schools.
2. To compare the behavioural problems among 6-12 years government school going boys and girls.
3. To find the association between the behavioural problems and selected demographic variables among government school going children.
4. To find the association between the determinants of behavioural problems and selected demographic variables among government school going children.

HYPOTHESIS

H₁. There is statistically significant difference in the prevalence of selected behavioural problems among school going children at $p < 0.05$ level of significance.

H₂. There is statistically significant difference between behavioural problems of government school going boys and girls at $p < 0.05$ level of significance.

H₃. 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.

H₄. There is statistically significant association between the behavioural problems and determinant factors variables among selected school going children at $p < 0.05$ level of significance.

The review of present study was organized under five broad categories i.e. studies related to hyperactivity disorder, conduct disorder, emotional problems, peer problems and abnormal prosocial behaviour.

Vijayprakash Basavaiah Sushma, Venkatesan Srinivasan, et al (2013) conducting a cross-sectional exploratory study to assess prevalence of behavioural problems among school children and their demographic correlates. Study consists of 1125 students studying between 4-9 classes are drawn from regular or mainstream schools including boys (N=636) and girls (N=489) in a major city of South India. This study made use of two tools, demographic data sheet and other behaviour assessment device to measure problem behaviours like parent reports and interviews, standardised behavioural observation of parent child interactions, use of checklists, rating scales. The study revealed 33.24% school children fall under the range of mild, 4.18% school children fall under the range of moderate levels of behaviour problems. [8]

Syed E U et al (2009) conducted a cross-sectional survey of school children Karachi, aged 5 to 11 years during half of 2006. SDQ was filled out by parents and school teachers for same children. Demographic data of parents, teachers and children were also collected. Seven private and eight community schools agreed to participate. A total of 675 parents agreed to participate in study. The response rate was 45.3%, parents rated 34.4 percent of children as falling under the abnormal category on SDQ, slightly higher estimates 35.8% were reported by teachers. It was concluded that child mental health problems was higher than reported in studies from other countries. There was a need for developing programs to train, sensitize and mobilize teachers and parents regarding child psychological, emotional and behavioural problems. [9]

Eirini Flouri and Zahra Sarmadi (2019) conducted a cohort study to investigate the role of interaction between prosocial behaviour and contextual risk children's trajectories. The sample is 3 year old children from 9850 families. Data is measured with Strength and Difficulty Questionnaire. Neighbourhood social housing is related to trajectory of behaviour problems. Data is analysed using growth curve modelling. The results showed that the effect of paternal psychological distress is weaker than of maternal psychological distress. Child problem scores are generally lower in biological father families, but the effect of paternal psychological distress is the same for children in biological father families and didnot depend upon the level of maternal psychological distress. Hence it is concluded that there is a negative association between prosocial and problem behaviour among children. [10]

II. 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 parents of selected 6-12 years school going children of various government school of Ludhiana district. The parents were contacted who were present at the time of data

collection and willing to participate in the study.

III. Findings and Conclusion

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 and multiple regression was applied on selected behavioural problems score to findings as reported by parents.

The overall total difficult score of behavioural problems as measured by SDQ questionnaire indicated that 49.04% were reported in very high category as perceived by parents, followed by high 26.11%, 20.06% slightly raised and only 4.78% in close to average category. But these were also not found significant. In parents perception maximum children were in close to average category of all selected behavioural problems such as 68.79% emotional problems, conduct problems 59.87% , 82.80% hyperactivity problems, 40.45% peer problems and 71.02% prosocial behaviour. The emotional problems, conduct problems and peer problems had also shown significant association at 0.01 level of significance.

In association of determinants only parents attitude had shown highly significant association at 0.01 level of significance. In reporting of parents only emotional and conduct behavioural problems among boys had more mean score than girls. But in others as hyperactivity disorder, peer relationship, prosocial behaviour and total difficult score girls had more mean score than boys. So, it can be concluded that in reporting of parents overall girls had more behavioural problems of hyperactivity disorder, peer relationship, prosocial behaviour and total difficult score except emotional and conduct behavioural problem.

Age had shown impact on emotional, conduct and pro-social behavioural problems. Education of mother had shown impact on emotional, conduct, and overall behavioural problems except the peer and prosocial behavioural problems. The Education of father and occupation of mother had shown impact on emotional, conduct, prosocial and overall behavioural problems except the peer behavioural problems. Marital Status of the respondents had shown impact only on prosocial behavior of children. But living siblings had shown impact only on conduct behavioral problems of children. Dietary habits had shown impact on conduct, hyperactivity and overall behavioral problems. Area of residence had shown impact only on hyperactivity behavioural problems conduct behavioural problems. caste had shown impact only on emotional problems .

Table : Association of overall behavioral problems with demographic profile of children in Parents perception

Demographic Profile	No.	Overall behavioral problems		
		Mean	SD	t value
Gender				
Male	160	19.58	4.27	0.81
Female	154	19.98	4.58	
Age (years)				F value
6-8	147	19.35	4.42	1.39
8.1-10	71	20.32	4.58	
10.1-12	96	20.02	4.29	
Birth Order				F value
First	141	19.66	4.02	0.31
Second	96	19.67	4.52	
Third and more	77	20.12	5.00	
Education of Mother				F value
Illiterate	106	20.85	5.08	4.33**
Primary	155	18.84	3.69	
>Primary to Matric	37	20.97	4.62	
Senior Secondary	14	19.07	3.91	
Graduation & above	2	18.00	4.24	
Education of Father				F value
Illiterate	70	20.74	5.08	2.85*
Primary	169	19.20	4.15	
>Primary to Matric	65	20.42	4.24	
Senior Secondary	10	18.50	3.84	
Graduation & above	0	-	-	
Occupation of Father				F value
Service	15	19.27	3.45	0.83
Business	14	19.71	3.77	
Labour	277	19.74	4.46	
Unemployed	8	22.12	5.62	
Occupation of Mother				F value
Housewife	143	20.83	4.95	5.23**
Business	2	18.50	2.12	
Labour	167	18.92	3.72	
Service	2	17.50	6.36	
Marital Status of F/M				F value

Married	306	19.78	4.43	1.06
Divorced	6	20.67	4.27	
Widow/Widower	2	15.50	0.71	
Remarried	0	-	-	
Type of Family				F value
Joint	48	19.60	4.30	0.56
Nuclear	213	19.67	4.32	
Extended	53	20.36	4.95	
Family Income (Rs./Month)				F value
<10000	272	19.75	4.45	0.14
10001-30000	40	20.00	4.34	
30001-50000	2	18.50	2.12	
>50000	0	-	-	
Living siblings				F value
One	28	19.61	4.25	1.67
Two	161	19.37	4.11	
Three and more	125	20.33	4.80	
Dietary Habits				t value
Vegetarian	239	19.59	4.33	3.97*
Non-Vegetarian	37	19.11	4.25	
Eggetarian	38	21.61	4.78	
Area of Residence				
Rural	293	19.67	4.40	1.63
Urban	21	21.29	4.47	
Caste				F value
General	32	20.56	4.91	2.07
Scheduled Castes	239	19.90	4.35	
Backward Classes	41	18.66	4.32	
Other Backward Classes	2	15.00	0.00	

It was concluded that education of mother, education of father, occupation of mother and dietary habits has found association with overall behavioural problems of school going children in parents perception. Gender, age, birth order, type of family, family income, living siblings, area of residence and caste had no association with overall behavioural problems of school going children in parents perception.

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Mrs. Balwinder Kaur. " Behavioural Problems Among 6-12 Years School Going Children As Perceived By Their Parents" .IOSR Journal of Nursing and Health Science (IOSR-JNHS), vol. 8, no.06 , 2019, pp. 35-38.