

An Exploratory Study to Identify the Behavioural Problems and their Relationship With Demographic Variables among 6-14 Years Government School Going Children of Patiala District, Punjab

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Abstract: *The recent study was conducted to identify the behavioural problems and their relationship with their demographic variables among 6-14 years government school going children of Patiala 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 standardised tool Strength and Difficulties Questionnaire. The results revealed that majority 282(92.2%) of children had very high behavioural problem among children with an average mean and SD of 24.71 ± 4.424 . 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. The result revealed that demographic variables such as birth order, type of family and educational status of mother was found statistically significant with conduct behavioural problems, demographic variables such as age and birth order was found statistically significant with hyperactivity behavioural problems, demographic variables such as gender, number of family members and dietary habits was found statistically significant with peer behavioural problems, occupational status of mother was found statistically highly significant with pro-social behavioural problems of children. Thus it was concluded that more and more training programmes and seminars should be carried out for teachers to identify the behavioural problems at the initial stages.*

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

1. Background of the Study

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%. [2]

Children with the most serious emotional disturbances may exhibit distorted thinking, excessive anxiety, bizarre motor acts and abnormal mood swings. When children have an emotional disturbances, these behaviours continue over a long period of time. Their behaviour signals that they are not coping with their environment or peers. [21] Idayu Badilla Idris, Jane Barlow, Alan Dolan (2019) conducted a longitudinal study of emotional and behavioural problems among Malaysian school children to assess the prevalence of Emotional Behavioural disorder (EBD) in children aged 7 to 8 years and 13 to 14 years attending public schools in Malaysia. Based on parents, teachers and children's Strength and Difficulties Questionnaire was used to collect data. The prevalence of EBD in school children was 9.3% for teacher report, 8.5% for parents report and 3.9% for child report. Findings suggested that there is need for policy makers in

developed countries to provide services aimed at preventing EBD and treating children identified with such problems. [22]

2. Need of Study

The family provides emotional support to an individual as well as plays major role in the formation of one's personality. The quality and nature of the parental nurturance that child receive profoundly influenced future development. Sowmay and V.S. Yadav (2016) conducted an exploratory study to identify the prevalence of behaviour problems among the students of government primary school in rural areas of class 1-4th through behaviour rating questionnaire. The results revealed that the problems of anxiety/depressed was 60%, hostile/aggressive was 32%, withdrawal/solitary was 30%, conduct was 20%, learning was 16%, hyperkinetic was 11%, emotional/impulsive problem was 9% respectively as assessed by teachers. The results revealed that the percentage of girls was higher in conduct problems as compared to boys, but boy's percentage was high on learning problems as compared to girls, whereas the boys and girls were similar in other disorders. [27]

Problem Statement

An exploratory study to identify behavioural problems and their relationship with the demographic variables among 6-14 years government school going children of Patiala district, Punjab.

Objectives

- To identify the behaviour problems among 6-14 years government school children of Patiala district.
- To identify the demographic variables of 6-14 years government school going children and their concerned teachers of Patiala district.
- To find out the relationship of selected behavioural problems with the selected demographic variables among 6-14 years government school going children of Patiala district.
- To prepare and distribute guidelines to teachers on the basis of findings.

Hypothesis: There is significant relationship between the level of behavioural problems of primary school children and their selected demographic variables at 0.05 level of significance.

Rationale: Habibi Mojtaba, Moradi K.H., et al (2015) conducted a study to examine the prevalence of behavioural disorders in middle and high school children in province of Qom. The findings showed that the prevalence of behavioural problems in total sample (19.82%), middle school students (22.72%), high school students (17.1%). The educational level of students, parental education, parental divorce, parental death had significant relationship with behavioural disorders among them. [38]

3. Methodology

To execute objectives of the study, a quantitative approach is selected for this study as it is designed to assess the prevalence of behavioural problems among government school going children (6-14 year old).

An exploratory research design is considered appropriate for present study to assess the behavioural problems and its relationship with demographic variables of government primary school going children.

Variables:-

Variables refer to factors or conditions that can be changed

during the course of experiment. [85]The independent variables included in this study are the socio- demographic variables:-

- a) Teacher:- Age, gender, qualification, years of experience and any programme attended related to behavioural disorders.
- b) School going Children- Age of the child, Gender, Birth order, Habitat, Religion, Type of family, Number of family members, Educational status of father, Educational status of mother, Occupational status of father, Occupational status of mother, Parental marital status, Dietary habits.

Description of Setting

In this study research setting is the Patiala district of Punjab State, India. Four government schools are selected on the purposive basis. A purposive sampling technique of non-probability sampling was adopted for present study. The sample size of research study comprise of 306 students 6-14 years government school going children and 17 teachers of selected government schools of Patiala district. The teachers who were teaching in selected school for less than 6 months were not included in the study.

Research tool or instrument:-

- On the basis of thorough review of literature, researchers used a tool consisting of Section 1(A): Socio-demographic variables of teachers: Age, Gender, Qualification, Years of Experience, Any programme attended related to behavioural disorder.
- Section 1(B): Socio-demographic variables :It consists of following items for obtaining personal information about the subject and that are Age of the child, Gender, Birth order, Habitat, Religion, Type of family, Number of family members, Educational status of father, Educational status of mother, Occupational status of father, Occupational status of mother, Parental marital status, Dietary habits.
- Section 2: It consists of standardised tool Strength and Difficulties Questionnaire(SDQ) including 25 questions is used to collect data regarding behavioural problems – Hyperactivity, Conduct Disorder, Pro-social Problems, Peer problems and emotional problems.

Criterion Measurement

Teacher Completed SDQ	Newer Four Band Categorisation			
	Close to average	Slightly raise (/slightly loared)	High (/Low)	Very high (/Very low)
Total Difficulties Score	0-11	12-15	16-18	19-40
Emotional problems score	0-3	4	5	6-10
Conduct problems score	0-2	3	4	5-10
Hyperactivity score	0-5	6-7	8	9-10
Peer problem score	0-2	3-4	5	6-10
Prosocial score	6-10	5	4	0-3

The data was collected and reliability was assessed using split half method. The value of Karl Pearson's coefficient was 0.8 and tool was found feasible for study.

4. Analysis and Interpretations

The data was analysed by using descriptive and inferential statistics in accordance to the objectives of the study. Descriptive statistics like arithmetic mean and standard deviation are calculated to know about the sample, average

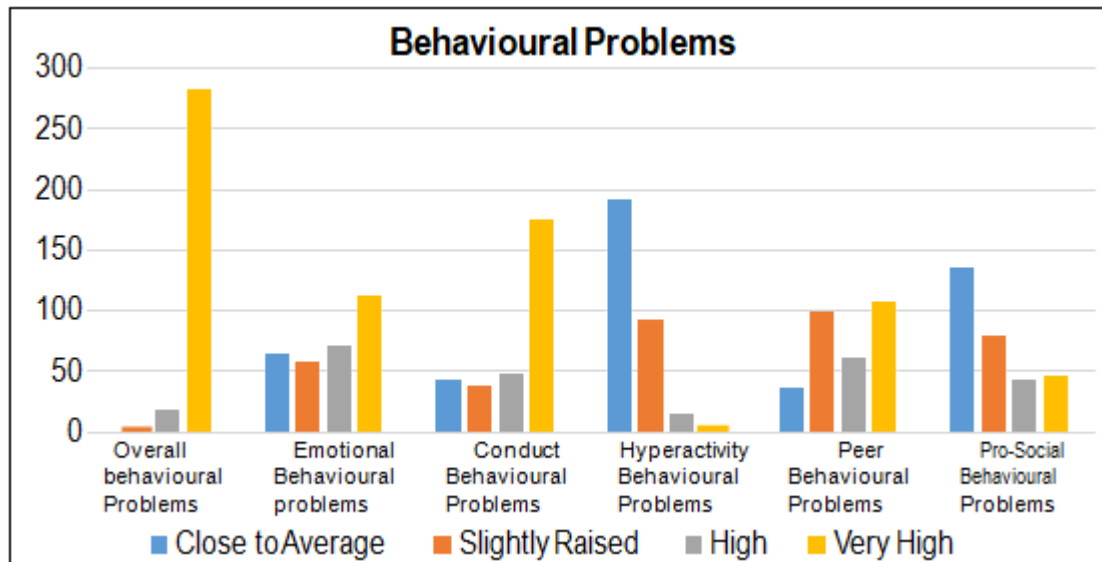
values, and dispersion of data. Inferential statistics like 't' test method and ANOVA was used to analyse the data. The tables and bar graphs diagrams are used to present the data. The level of significance chosen was ≤ 0.05 level.

The Frequency and percentage distribution of demographic variables of teachers results revealed that the most of teachers 7(41.2%) are in 45-50 years of age. The majority of teachers 15(88.2%) are females. The maximum number of teachers 13(76.5%) had completed Post Graduation.

According to years of experience 6(35.3%) teachers had 10-15 years of experience. The majority of teachers 9(52.9%) had not attended any in-service education.

Frequency and percentage distribution of demographic variables of children results revealed that highest number of children 147(48%) are in 8-10 years of age. The majority of children 170(55.6%) of children are male. The maximum of children 109(35.6%) are 2nd child of their parents. All the children 306(100%) are from urban area. The majority of

children 244(79.7%) belongs to Hindu religion. The highest frequency of children 237(77.5%) are living in nuclear family. The children who had 3-6 members in their family are 198(64.7%). The majority of fathers 165(53.9%) and mothers of children 205(67%) are illiterate. The maximum number of fathers 257(84%) and mothers 187(61.1%) of children are working as labourers. The majority of children parental marital status 296(96.7%) are married. The highest number of children 162(52.9%) are vegetarian.



The results revealed that majority 282(92.2%) children are suffering from behavioural problems. The maximum number of children suffering from emotional are 112(36.7%), conduct behavioural problem are 176(57.1%), hyperactivity are 191(62.5%), peer problems are 108(35.4%) and prosocial behaviour are 136(44.4%).

The results of association between pro-social behavioural problems of children with demographic variables, which is tested by using ANOVA test at 0.05 level of significance revealed that occupational status of mother was found statistically highly significant with pro-social behavioural problems of children. The other demographic variables such as age, gender, birth order, habitat, religion, type of family, number of family members, educational status of father and mother, occupational status of father, parental marital status and dietary habits were not statistically significant with pro-social behavioural problems of children.

The results of association between overall behavioural problems of children with demographic variables, which is tested by using ANOVA test at 0.05 level of significance revealed that age, gender and occupational status of mother were found statistically significant with overall behavioural problems of children. The demographic variables such as birth order, habitat, religion, type of family, number of family members, educational status of father and mother, occupational status of father, parental marital status and dietary habits were not statistically significant with overall behavioural problems of children.

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