



**ORIGINAL RESEARCH PAPER**

**Psychology**

**BEHAVIOUR PROBLEMS AMONG CHILDREN**

**KEY WORDS:** Gender, Locality And Behaviour Problems.

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**ABSTRACT**

An attempt was made in the present investigation to study the behaviour problems among children. Sample for the present study consists of thirty (30) parents, both fathers and mothers and their children with problem behavior in Chittoor of Andhra Pradesh State. Achenbach Child Behavior Check List (1991) was designed to empirically assess the behavior problems of children ranging 6-18 ages and 't' tests were used to analyse the data. Findings of the study revealed that gender and locality have significant differences in behaviour problems among children.

**INTRODUCTION**

The problems created by children's troublesome behavior constitute one of the most serious sources of difficulty in our society. Children's problems may lead to dissatisfaction, to distress or even to violence among family members. Behavioral problems are behaviors of children, which are perceived and judged by parents, teachers and others as problem behavior and are not 'normal'. Antisocial behavior, conduct disorders, attention deficit behavior and noncompliant behavior are commonly known as problem behavior.

Families of behavior problem children are characterized by a high rate of "coercive" interaction among family members. Children engage in excessive rates of behavior aversive to parents (e.g. Noncompliance, physically aggressive behavior and temper tantrums), and parents retaliate with equally excessive rates of aversive responses (e.g. Threatening commands and criticisms) designed to "turn off" their children's negative behavior (Patterson, 1976).

According to Dumas (1989) elaborate the behavioral perspective associated with understanding and managing childhood problems. He proposed that: (a). Human behavior is a function of the contingencies of reinforcements and punishments to which an individual is exposed in course of daily exchanges with the environment. (b). Undesirable behaviors are learned and sustained through the reinforcements children receive from social agents, particularly parents. (c). Therapy seeks to establish a shift in social contingencies. (d). Maintenance and generalization of treatment relies on a process of positive reinforcement.

Behavior problem such as property destruction, physical aggression, self-injury, and tantrums are major barriers to effective social and educational development. Such behaviours put young children at risk for exclusion and isolation from social, educational, family and community activities. Behaviour problem can also be defined as troublesome, risk taking or disruptive behaviour that is more extreme than occasional errors in judgment and requires professional intervention to avoid legal difficulties.

Robert Horner, Phillip Strain and Todd (2002) examined that the behavioral interventions for children with autism 8 years of age or younger. The analysis is divided into four sections: (1). Emerging themes in the technology of behavior support, (2). A review of existing research syntheses focusing on behavioral interventions, (3). A new literature review of current pertinent research, and (4). An evaluative discussion of the synthesis results and the field's future needs to develop effective behavioral interventions for young children with autism.

Keith Crnic (2004) reviewed the current research on the occurrence and nature of behavior problems in these children, with particular attention to issues relevant to young children and the type and severity of problems that have been observed at ages as young as 2 years. Evidence in support of a conceptual framework for understanding how such behavior problems may develop is presented, with a particular focus on early biological or constitutional factors, family stress, and children's developing self-regulatory capacities.

Sridevi (2015) found that parents are often worried when their child has learning problems in school. The results revealed that 19% students were suffering from learning disability in the schools. Children with learning disabilities are exhibiting significant behavioural problems than children without learning disabilities in the form of hyperactivity and aggression. The gender difference was found on hyperactivity and aggression in children with learning disability.

Showkat Ahmad Ganaie et al., (2015) investigated children with autism spectrum disorders and intellectual disabilities generally manifest problem behaviors and have impaired social maturity. The children with autism spectrum disorders have lower social skills and exhibit more challenging behaviours such as self-injury, stereotypical behaviour, impulsivity and hyperactivity as compared to children with intellectual disabilities. In this study concluded that there is no association between social maturity and problem behavior in children with autism spectrum disorders and intellectual disabilities and it was also observed that there is a significant difference in children with autism spectrum disorders and intellectual disabilities with respect to their socio-demographic variables.

Rebecca Fauth (2017) investigated whether parenting and the home environment moderate associations between disability and behavior. It showed that disabled children exhibit more behavior problems than non-disabled children at age 3, and their trajectories from ages 3 to 7 do not converge. Rather, disabled children, particularly boys, show increasing gaps in peer problems, hyperactivity, and emotional problems over time.

**OBJECTIVE**

1. To find out the differences in behaviour problems among children based on gender and locality.

**HYPOTHESES**

2. Boys and Girls would differ significantly in their behaviour problems.
3. Rural and Urban areas would differ significantly in their behaviour problems.

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**SAMPLE**

Sample for the present study consists of thirty (30) parents, both fathers and mothers and their children with problem behavior. There were 30 boys children from rural and urban areas and also 30 girls children were from rural and urban areas in Chittoor District of Andhra Pradesh State. These parents were either referred by other professionals or approached directly of the behavior problems among their children. The sample of respondents was drawn using the purposive sampling technique.

**VARIABLES STUDIED**

In the light of the hypotheses formulated, the following variables are studied.

**DEPENDENT VARIABLE**

1. Behavior Problems

**INDEPENDENT VARIABLES**

1. Gender
2. Locality

**TOOL**

Achenbach Child Behavior Check List (1991) was designed to empirically assess the behavior problems of children ranging 4-18 ages. It is designed to assess in a standardized format the behavioral problems and social competencies of children as reported by parents. It is a device by which parents or other individuals who know the child well, rate a child's problem behavior and competencies. This instrument can either be self administered or administered through an interview.

**STATISTICAL ANALYSIS**

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and 't' tests.

**RESULTS AND DISCUSSION**

**Table-I: Means, SD's and 't' Value for the behavior problems scores of boys and girls.**

Behavior Problems	Gender	Mean	SD	t-value
	Boys	173.55	26.85	
	Girls	140.67	34.26	

\*-Significant at 0.01 level

**Hypothesis-1: Boys and Girls would differ significantly in their behaviour problems.**

Table-I shows that the 't' value of 3.10 is significant at 0.01 level. It reveals that there is significant difference between boys and girls in their behaviour problems. Hence, Hypothesis-1 which predicted that boys and girls would differ significantly in their behaviour problems is accepted as warranted by the results. It is proved that boys (M= 173.55) have faced more behaviour problems than girls (M = 140.67).

**Table-II: Means, SD's and 't' Value for the behavior problems scores of rural and urban areas children.**

Behavior Problems	Locality	Mean	SD	t-value
	Rural	165.20	36.75	
	Urban	136.60	40.05	

\*-Significant at 0.05 level

**Hypothesis-2: Rural and urban areas would differ significantly in their behaviour problems.**

Table-II shows that the 't' value of 2.03 is significant at 0.05 level. It reveals that there is significant difference between rural and urban areas in their behaviour problems. Hence, Hypothesis-2 which predicted that rural and urban areas would differ significantly in their behaviour problems is accepted as warranted by the results. It is proved that rural areas children (M=165.20) have faced more behaviour

problems than urban areas children (M = 136.60).

**CONCLUSIONS**

1. Boys have faced more behaviour problems than girls.
2. Rural areas children have faced more behaviour problems than urban areas children.

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