

INTRODUCTION

It is a universal fact that education plays a very vital and promising role in the formation of personality and national reconstruction. The primary school is the first phase of the child's formal education. This stage basically starts at the age of 6 years and continues up to 14 years of age. This is the minimum education that is expected to attain each and every individual of the society. The major task of this stage of education is to impart knowledge in 3 R's – reading, writing, and arithmetic. In the absence of primary education, the life of an individual is bound to be degenerate. It is the fundamental need of life and its development. It is considered as the birth right of every individual. In this stage, the child is formally introduced to the disciplinary rules of education which are socially recognised. It is considered as the minimum education that may remove the darkness of ignorance and illiteracy of the people. It is the foundation stone of physical, mental, social, moral, spiritual, emotional and intellectual development of children. It means all sides of growth and development of children depend on this stage of education. So it is called the primary stage of education. It helps the children to make progressive development and favourable adjustment with self and society. This education can identify and unfold the native potential of the individual for development.

Generally, 6-14 years of age is considered as childhood stage of life. It is the most developmental stage of life. In this stage, children are able to take interest in almost anything that is given to them in a form which they can understand. It is also known as school going age. In this stage, only children attain requisite mental maturity to undergo formal school education. Children in this stage develop different kinds of interest and join in different types of activities. They show awareness and also try to

obey the rules, regulations and discipline of the school. The children in this stage are more attracted to the external situations and take pleasure in active participation in them. The external world and its situation are extremely interesting and stimulating to them. They acquire social virtues like friendship, co-operation, and competition in group play. They have learn to exercise their power of memory; attention, thinking, and imagination etc. knowledge and experience gathered during this stage do not remain receptive but gradually takes the creative turn in late childhood. Whatever the children learn or experience in this stage, it becomes their nature in the later period of life. A child's early development has an enormous and significant influence on the whole of his future life. So, it is considered as the most sensitive and formative period in a child's life.

A child today will become an adult tomorrow. Children are our future citizen. Making of a nation depends on the sound development of the children. We have to educate and train our children properly for the formation of civilised and happy society. They are the beautiful gift of God. Their holistic development will attribute towards a developed nation with responsible people. It is observable that human behaviours at every stage i.e. infancy, childhood and adulthood vary according to the developmental process. Such as experiences, company, education, occupation and the type of life one chooses to live. Man faces several types of situation or problems and people or social groups during the course of different stages. The behaviour of the children changes with the changes in their desires, knowledge and their ability to discipline themselves as they grow gradually. In each stage of life, children experience different stress, developmental task etc. The members of the family and society expect to find some change in behaviour pattern of children. But in each and every society the behavioural norms are

different. A normal behaviour in one society may be considered as problem behaviour in another society. There are so many instances which make children unhappy and unhealthy and may put them in some emotional and physical disturbances and confusion. Accordingly, some changes are also occurring in their behaviour. They do not look bright and happy as they were some time ago. Consequently, they lack the capacity for adjustment, look, speaks differently and commits more mistakes in their work. All these indicate that there is something wrong with them. So, we should take an utmost care that all the children blossom into beautiful flowers so as to bring fragrance all around them.

All most each and every family have some aspiration and hope from their children. During childhood stage, under the loving care of parents, other members of the family and society, the children gradually learn to grow and feel emotionally and socially secure. But for the children who are deprived of parental care, love and family life the whole world is totally a different place for them. Therefore it is our utmost duty to provide a healthy environment along with proper parental care and love both in school and at the home as they try to learn new knowledge and experience from others with whom they are associated.

1:01: THE TERM BEHAVIOUR:

The action or reaction of persons and things in response to external and internal stimuli is popularly known as behaviour. Behaviours are the natures that one can observe a person is doing. Every action by a person is behaviour. For example, sitting, screaming or laughing, all are behaviours. A behavioural description of behaviour states what has been observed. It does not provide an explanation or interpretation of the action. Nor

does it describe the observer's reaction to the behaviour. Behaviour is neither good nor bad in itself. We judge it as good or bad. Thus, Behaviour is something which is measurable and observable.

1:02: THE CONCEPT OF BEHAVIOURAL PROBLEM:

It is commonly known fact that the child from the day he is born is influenced by his mother, father, siblings, neighbours and teachers etc. His behaviour is moulded by the expectations of these peoples. If he behaves according to their expectations he is rewarded; if he does not, he is punished. The moral, social and religious values of the child are directed by the society in which he lives. If the child is able to conform to the norms developed by the society he is accepted and the life of the family will be smooth; but if he rebels, the conflict starts and he is labelled as problem children. Generally, sometimes the adult calls behavioural problem is perfectly normal for children at a certain stage of development. If the behaviour of a child is normal for his age group then that behaviour is not a behaviour problem. A behaviour problem is some form of behaviour that is not appropriate to the child's age and development. For example, thumb sucking is not a problem in a child of twelve months, but most of the time if he still sucks his thumb at five years of age then usually it indicates that something is wrong. Behaviour problems among children are a deviation from the accepted pattern of behaviour on the part of the children they are exposed to a varying social and cultural environment. But these are not to be associated with the presence of psychiatric illness in the child as these are only the symptoms or reactions to emotional and environmental stress. However, if these behaviours are persisted for long period of life then they are likely to face problems of adjustment to the child in the school age.

When the child is deviated from the normal system of behaviour and thrown away from the normal order of behaviour that stage ordinarily called as behaviour disorder or occurrence of behaviour problem. It is well-known fact that normal behaviour conforms social expectation but disordered or problem behaviour does not conform social norms. If the behaviours are mal adaptive then that behaviours are detrimental to self as well as to society. As the problem behaviours fail to meet the social expectations, so it is disturbing to the other members of the society. It is also considered as non- conformity to the existing social norms or demands.

Each and every child experiences problems in the course of his/her development and face difficulties in coping with the environmental demands. A child, who is unable to copy and defences adequately to meet the environmental demands, faces a lot of stresses and difficulties which have a strong psychological impact on his growth, personality and intellectual development. As a result, behavioural problems occur among the child. Hence, behavioural problem children as is evident from the term applied to them are children whose behaviours are problematic to others and themselves and it results in some or other problem of adjustment being caused. Some behavioural problems that seem to indicate this conditions are- stealing, lying, annoying children weaker and younger than themselves, not doing home assignment, running away from school or arriving late at school, bullying others, temper tantrum, selective mutism, shyness etc. they can also be called defects or problem concerning character or personality because conduct of this nature indicates short comings in both personality as well as character.

It must be noted here that the children having behavioural problems are not the member of a group distinct from the group of normal children. There is no distinct line that differentiates them from their normal group of friends as to some extent, and at

varying stages in childhood the behaviour of every child is problematic. It is evident that almost every child for one reason or another tells a lie or steal something at some stage or other. Hence, it is not fairly desirable to declare one completely problematic and another more or less completely normal. It has been generally observed that at the early ages of life, the child is very often prone to much naughtiness and his behaviour appears somewhat problematic and strange. But as he continues to grow older this naughtiness disappears and he no longer appears a problem child.

Behavioural problem children are those children whose behaviours and personalities are too deviated and distorted. These problems are categorised sometimes according to the children's age, situations, nature of the place and behaviour. Behavioural problem children can be defined many ways. According to Wellestine "All those children whose behaviour and personalities are so abnormal that they become the creators of problems in the home, school, and society, are named as problem children. When the problem becomes habitual, the child is called a problem child. They can be reformed by proper guidance; otherwise they can develop criminal and antisocial tendencies." (Bhargava, M. 1994, p- 143)

In general, the definitions of Behavioural problems in the school context emphasize the judgements of the teachers; for example, Eaton Weathers and Phillips (1957) defines "problem behaviour" asall types of misbehaviour in school, including violations of rules and work requirements and violations of moral standards. Admittedly, there are some obvious limitations to using the term problem behaviour in this way. Teachers differ in the way they look at pupil behaviour and in what they consider to be problem behaviour (woody.1969, p19). As such, any behaviour that interrupts the teaching-learning processes, which disturb the individual to function

effectively is considered as the behaviour problem. Varying type of problem behaviour such as hyperactivity, inattention, anxiety, depression, aggression etc. have been a cause of serious concerns for teachers as well as parents. These behaviours are unacceptable and inappropriate for their age. These type of behaviours may lead to social conflict, family disturbances and failure of children in schools. Not only the children, who manifest the problem behaviours are affected, but their parents, class mates and teachers are also affected due to the effects of the unacceptable behaviours. So, behaviour becomes a problem when it persists, develops and results in maladjustment of the children.

1:03: NATURE OF THE BEHAVIOURAL PROBLEMS:

Generally, human behaviours are studied from different dimensions and various angles. Children with behavioural problems are often to be found in our homes and schools. Nobody can deny the fact that the presence of behaviour problem children are the strong source of great anxiety and worry to parents as well as the teachers. The nature of the behaviour problems may vary in severity and intensity. These may occur in a very wide variety of forms. The very mild forms can be seen in the adjustment of an individual's behaviour. Until and unless if these mild form of adjustment are not revealed in some problems then these problems remain unnoticed. Behaviour problems can be observed in children of all ages. Some children have serious behavioural problems. Behaviours are considered as problematic when -

- I. There is a difficulty to learn properly. This may not be related with intellectual, sensory or health factors.

- II. There is an incapability to build or maintain a healthy relationship with peers and teachers.
- III. There is a tendency to develop physical indications or fears associated with personal or school problems.
- IV. The behaviours become dangerous to self or to others, such as- hitting others, biting own hands.
- V. The behaviours or feelings are not appropriate for the age under normal circumstances, such- as 15 years old child sucking the thumb.
- VI. The behaviours affect the learning situation of the child, such as-child cries when she is being taught.
- VII. The behaviours become reasons' to unwanted stress to others, such- as screams, shouts, pull out others hair etc.
- VIII. The behaviours are socially deviant, such as- steals, tell lie etc.
- IX. Problems behaviours occur more frequently or persist for longer periods or severe in nature.
- X. Behaviours are out of ordinary and seriously break the norms and rules accepted in their home, school and the society.

When a child has any one or more of the above-mentioned nature over a long period of time and to a marked degree, which adversely affects educational performance then that child labelled as having the behaviour problem.

1:04:CLASSIFICATION OF BEHAVIOURAL PROBLEMS:

It has already mentioned that behaviour and emotional disorders are very common and frequently observed among the primary school children. In childhood, mental health

problems primarily consist of emotional and behavioural problems. These affect one in every seven children aged 4-17 years. Children with behavioural problems can be classified on the basis of their nature. The behaviour problems of children can be classified in to two broad groups such as

- A. Externalising behaviour problems.
- B. Internalising behaviour problems.

1:04: A. Externalising Behaviour problems:

Generally, it is a common behavioural problem that exists among the primary school children. A lay man can also observe these problems as it is extraneous in nature. It is also an emotional problem manifested by external emotional distress that may obvious to others. The behaviours which are under controlled and which are the problem for others are known as externalising behaviour problems. Such as inattention, hyperactivity, attention deficit hyperactive disorders (ADHD), conduct or oppositional defiant disorders etc. Externalising behaviour problems are those problems which are very much superficial and easily observable by others. These behaviour problems play an impact on others and environment due to acting out behaviours. They cannot adjust socially and interested in illegal work. They have symptoms like talking indecently, destructive, abusive, quarrelsome, thieving tendency, fraudulent, breaking social rules, not doing work in schools, teasing others, telling lies, discontented and angry. In short, we may say that the behaviour problems which are outer directed commonly known as externalising behaviour problems.

1:04: B. Internalising Behaviour problems:

Usually, these behavioural problems are characterised by inner emotional distress that may not be obvious to others. The behaviours which are over controlled and which are problems for self is known as internalising behaviour problems. Such as Anxiety, depression, excessive shyness, deliberate mutism, timidity, laziness, frequent crying etc. As these behavioural problems affect the self so these problems bring about subjective distress and psychological pain in children. In this type of problem, the children are victimised by their own problems and cannot harm others. But they are troublesome for parents, teachers, and society. They have symptoms like too much hesitancy, stammering, not going to school, experiencing frustration, remaining afraid, thumb sucking, sitting silent in class, incontinence, not making friends and sitting alone, immediate weeping, remaining anxious, remaining sick and day dreaming etc.

The children with internalising behaviour problems have a more pronounced introverted tendency. They are more self-contained and they prefer to be alone. They are less affected by the outside happenings than by their own inner events and experiences. (Shankar,u.1978,132). Some children who are impulsive in nature often meet with emotional disturbances. In general, they are often aggressive and hostile towards others and if they cannot project on these, they direct them towards themselves and suffer. In the present society, these tendencies among the children are increasing day by day. In short, the behaviour problem which is inner-directed to the children is known as internalising behaviour problems.

Various externalising and internalising behaviour problems can be broadly classified as:

- i. Violent and destructive in nature, such as tears books, throws things.
- ii. Dramatic outburst such as rolls on the floor, cries excessively.
- iii. Misbehaviours or misleading behaviours with others: e.g. Pulls objects from or spit on others.
- iv. Harmful behaviour to self-such as bangs head, pulls own hair, bites self.
- v. Uninteresting behaviours such as rocks body, nods head repeatedly.
- vi. Unusual behaviours such as smiles, laughs to self, collects rubbish.
- vii. Restless activity such as does not seat at one place for required time.
- viii. Disobedient behaviour: e.g. refuses to obey, does the opposite of what is told.
- ix. Disorderly behaviour such as steals, cheats in games, lies or twist the truth.
- x. Unrealistic fears: e.g. fear of places, persons, animals or objects

It will be most interesting to note that which behaviour problems are regarded as most serious, by teachers and parents. Various studies have been conducted in this direction. The most important studies in this direction are conducted by Wickman, Mac Clenthan ,Stodgill in countries outside India and by Dr . Piresinin India. In the table, 1.1 the ten most serious problems are showing “Serious Rankings” of behavioural Problems by different groups of people. In table, only ten most serious problems have been mentioned.

Table 1.1 Ten most serious problems showing ‘Serious ranking’ of behavioural problems by different groups of people

Parents		Teachers		
MacClenthan	Stodgill	Wickman	MacClenthan	Pires
Stealing	Stealing	Precious	Stealing	Stealing
Lying	Masturbation	Heterosexual activity	Temper tantrums	Dishonesty and cheating
Selfishness	Lying	stealing	Masturbation	Stammering
Temper outbursts	Cheating	Masturbation	Nervousness	Masturbation
Greediness	Unreliability	Obscene talks	Disrespect for authority	Bad companionship
Irritability	Disobedience	Untruthfulness	Cruelty	Violence
Idleness	Obscene talk	Truancy	Lying	Lying
No respect for authority	Playing with fire	Impertinence o defiance	Fear	Cruelty
Poor sportsmanship	Worry and anxiety	Cruelty or bullying	Obscenity	Worry and anxiety
Aggressiveness	Cruelty	Cheating	Lack of responsibility	Obscenity
		Destroying school property		

Bhatia, 1982, P: 119-120

1:05: TYPES OF BEHAVIOUR PROBLEM:

There are various types of behaviour problems prevail among the primary school children. They are different in their nature and intensity. Some children may have only one behaviour problem, some may have more than one and some may have more than two behaviour problems. Different types of behaviour problems along with their different form are discussed here. Different types of Behaviour problems of primary school children are-

- A. Inattention Disorder
- B. Hyperactivity Disorder
- C. Attention Deficit Hyperactivity Disorder
- D. Conduct and oppositional defiant Disorder

E. Anxiety Disorder

F. Depression Disorder

1:05: A.INATTENTION DISORDER:

Inattention is the most common behavioural problem observed among the primary school children. The dictionary meaning of Inattention is “not paying attention” or “lacking concentration” .On the other hand; we may say it is the opposite of ‘Attention’. Attention is very much necessary for young children. In the absence of that, they are unable to learn something from the environment and show less interest in the activities. Consequently,they will show poor academic performance which will be troublesome for parents and teachers. In the absence of attention, learning becomes wasted. If a child wants to learn and understand better and to retain it in mind, then attention is much required. Without which they may face problem in future too. Attention is a mental effort or striving to control or regulate the conscious mind. If a child is not ready to concentrate then the problem may occur which is generally known as Inattention disorder. Now a days, it has become a most common and serious problem prevail among the young children. Mild inattention is not troublesome for others. But if they are often easily distracted by extraneous stimuli, fails to give attention to details or makes careless mistakes in school work, has difficulty in sustaining attention and organising the tasks or activities, does not seem to listen when spoken to directly, loses things and forgetful in daily activities etc. then they are labelled as children having inattention problems. According to U.S Department of Health and Human Services children with inattentive disorder may have following symptoms-

- Have problems with organization
- Fails to pay attention to details
- Be unable to maintain attention
- Be easily diverted
- Have trouble listening even when spoken to directly
- Fail to finish their work
- Make lots of mistakes
- Be forgetful

Distractions like noise, unfavourable temperature, improper light arrangement, bad physical or mental health, anxieties and worries in children, unpsychological methods followed by the teachers in the class, unimaginative and uninteresting topics and subject etc. fails to create attention in the school children.

1:05:B. HYPERACTIVITY DISORDER:

When the behaviours of a child are much more active than the expected or required level of that particular age, then it is considered as Hyperactive Behaviour. These behaviours are often more violent and destructive. According to oxford dictionary Hyper active means ‘abnormally active’. It means the children whose behaviour patterns are not normal or too much active or which create problem for others considered as hyperactivity disorder. The children who are unable to sit quietly, making noise in the class room, restlessness, talks excessive, interrupts or intrude on other and are constantly indulging in destructive activities, running, climbingetc. are termed as hyperactive problem children. They are also seen to be impulsive and inattentive. They are always seem to be in motion. Sitting still through a lesson can be an impossible task for them. In simple words, hyperactivity means the excessive motor activity or

restlessness. Most of the time, it is observed among the primary school children that they are lacking in concentration and restless in nature. They have more appetite for movement and thus require more activity. They need more physical activities and skills that come easier to them. Hopping, jumping, skipping etc. are all time essential for their wellbeing. The atmosphere of the class is too dull for hyperactive children and consequently, adequate learning is not possible. The U.S Department of Health and Human Services mentioned that children with Hyperactive Disorder tend to-

- Fidget and squirm
- Have difficulty staying seated
- Run around and climbs on things excessively
- Have trouble playing quietly
- Be 'on the go' as if 'driven by a motor'
- Talk too much
- Utter an answer before a question is completed
- Have trouble taking turns in games or activities
- Interrupt or intrude on others

Making noise in the classroom is a common form of the hyperactive disorder. Sometimes making noise cannot be considered as hyperactivity but when a child is regularly making noise in the class room become his nature and more permanent in his personality is considered as hyperactivity disorder. This types of behaviour disturb others and become detrimental to the family as well as society.

Restlessness is another common form of the hyperactive disorder. It is a situation which refers to the inability of the child to concentrate on any matter for a significant amount of time. This may lead to backward in studies.

Parental neglect, depression or alcoholic parents, insecurity, lack of proper guidance at home, extreme control, conflicts between parents, strict discipline in school, authoritarian nature of teachers, absence of co-curricular activities etc. may lead to the development of hyperactivity disorder among the primary school children.

1:05: C. ATTENTION- DEFICIT/HYPERACTIVITYDISORDER (ADHD):

Attention- Deficit/ Hyperactivity Disorder (ADHD) is considered as ‘a persistent pattern of inattention and hyperactive impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development’ (Gargiulo, 2012). The children with ADHD are easily distracted, impulsive, often annoying and engaging of classmates and out of control or having strange diseases. It is characterised by poor ability to sustain attention to tasks or activities like makes careless mistakes, easily distracted by extraneous stimuli, is forgetful in daily activities, has difficulty in waiting in line and play quietly and impulsiveness like blurts out answers before questions have been completed. The academic achievement of these children is always low as they have inattention and hyperactivity problems.

Children with attention-deficit/ hyperactivity disorder (AD/HD) usually overactive and unable to pay attention and stay on task properly for long period of time. They are generally impulsive and accident prone in nature. On the other hand, some students with this disorder may be quite and confused or inattentive, forgetful and easily distracted.

Usually, ADHD is not same in all children. It varies considerably from one child to another. These disorders generally exhibit itself early in a child's life. The developmental feature that distinguishes ADHD from typical patterns of behaviour in young children may include- chronic over time, generally pervasive behaviours across situations, deviant from same age group, increased the likelihood of having another difficulty such as learning or mental disorder.

Generally ADHD exhibit in different ways. Inattention problem is the primary deficit in some young students. They are unable to concentrate on a specific task, they are easily distracted by external stimuli as mentioned above. On the other hand, children having hyperactivity/ impulsivity disorder are constantly in motion, racing from one activity to another and they have the problem in sitting still or playing quietly at a place even for a moment. They usually move in the class, outside the class, climb stairs, play, and run and talk continuously. All the time they are involved in aimless activities. Indeed, they are uncontrollable children for both parents and teachers. They find it extremely difficult to manage such children. Because of the unreasonableness, dictatorial and disruptive behaviour of children having ADHD unable to adjust with other children. They are often rejected by their peers. From the above discussion, it is clear that there are three primary characteristics of ADHD, such as- i) Inattention, ii) Hyperactivity and iii) Impulsivity.

Because of their disability and destructive nature, ADHD children show the symptoms of both Inattention and Hyperactivity Disorder as discussed earlier and they have shifts from one uncompleted activity to another, often engages in physically dangerous activities without thinking the possible consequences e.g. runs into street without looking etc.

Family studies revealed the fact that a child who has ADHD is much more likely to have parents who exhibit ADHD. On the other hand bad parenting, uncongenial home and school environment, excessive use of mass media, television, high authoritarian and controlling parents etc. are mainly responsible for the development of ADHD among young children.

1:05: D. CONDUCT DISORDER/ OPPOSITIONAL DEFIANT DISORDER:

It is a repetitive and persistent pattern of behaviour in which the basic rights of others or major age appropriate societal norms or rules are violated. (Andelman and Taylor, 2008). According to Wardle, conduct disorder is characterised by the traits like a) the behaviour is socially disapproved b) the behaviour includes acting out against people or property and c) the behaviour is persistent and fails to respond to normal sanctions (Kale, 2013, p-229). Children with conduct disorder are highly visible, demonstrating a complicated group of behavioural and emotional problems. If a child is suffering from conduct disorder then his misbehaviour would be serious, repetitive and persistent in nature.

This behaviour problem is defined as a deviant behaviour which gives rise to social disapproval. But this problem is neither the part of any psychiatric disorder nor associated with any personality disorder. It may occur at the early age of the child. The early symptoms of the conduct disorder can be traced in the family environment. Such as break social rules including stealing, lying, fighting, verbal or physically aggressive behaviour towards other family members. As the condition deteriorates day by day and may be spread and manifested outside the home.

During childhood, they prone to tell lies, fights with peers with or without weapons, is cruel to people or animals, bullies, violates rules, acts deceitful, engage in frank delinquency such as house breaking, stealing from shops etc. and indulge in vandalism. The children's having this problem does not like to participate in school activities and usually fails in school.

To diagnose conduct disorder children are very difficult because they are constantly changing. So it difficult to determine whether the problem is persistent enough to warrant a diagnosis. Learning disabilities are also observed among the children with conduct disorder problem. Near about 1/3 conduct disorder children are depressed too. So, many children stop exhibiting behaviour problems when they are treated for depression. Previous studies revealed that in comparison to girl children, boy children have more conduct disorder problem under age 18.

It has been observed that a child with suspected conduct disorder needs to be referred for a mental health assessment. The child may be able to receive services and remain in the regular school environment if the symptoms are mild. But more seriously troubled children, however, may need more specialised educational environments. According to the U.S Department of Health and Human Services, the behaviours and symptoms of Conduct disorders are-

- Bullying or threatening classmates and other students
- Poor attendance record or chronic truancy
- History of frequent suspension
- Little empathy for others and a lack of appropriate feelings of guilt and remorse

- Low self-esteem
- Lying to peers or teachers
- Stealing from peers or the school
- Frequent physical fights
- Destruction of property

If a child showed 3 or more characteristics behaviours continuously for 12 months then the diagnosis is necessary for that child. To identify a child having conduct behavioural problem at least 1 of these behaviours must have been evident in the past 6 months.

Other serious disorders of childhood commonly associated with conduct disorder are theoppositional defiant disorder (ODD). The children those who exhibit ODD are generally shown hostile and defiant behaviour towards others of at least 6 months duration that is developed mentally inappropriate. Children having this problem often lose temper argue with adults, actively defy or refuse to comply with adults' requests or rules. They deliberately annoy people and often blame others for their mistakes or misbehaviours. They have high anger and often spiteful or vindictive, touchy or easily annoyed by others. Basically, during childhood they become very rebellious, refusing to comply with reasonable requests, argue often.

Temper tantrum is a common form of ODD that observed in early childhood and are a cause of unhappiness to parents. A dramatic outburst of anger is commonly termed as the temper tantrum. Generally, temper tantrum is very natural in children. Every parent experiences some temper tantrum in their children from the first year through about age four. But temper tantrum can become special problems if they occur with

greater frequency, intensity and period that are typical for children of that child's age. It is the mixture of some signs with varying intensity such as shouting at the top of their voice, crying, shouting, stamping, throwing things, kicking, biting, scratching oneself etc. Generally, the child shows this type of behaviour to control or dominate the environment and his parents. If a child fails to achieve what he wants to achieve, or if he has to face an undesirable comparison, or when he is physically tired or not well, wants attention from others or parents then he may show temper tantrums.

Excessive jealousy is also a kind of ODD. In this behaviour the child may show the extreme form of jealousy along with other problems like pinching, scratching, bed wetting etc. If jealousy is not inevitable then it is common in children. It is a fairly usual emotional reaction among children usually aroused due to losing parental care, love, and affection.

Truancy is the most common form of conduct disorder. It is different from school refusal. When the child prefers to indulge in other activities, generally tend to truant or abstains from school. But the child who refuses to go to school does so because of anxiety is commonly known as truancy. Without The truant might go to games to play with friends without the knowledge of his parents. The children those who reveal this type of problem have a habit of escape from the school and want to remain outside for a long time. Low I.Q of the child, not interested in studies, development of wrong habits, physical punishment, internal motivation, bad company etc. are the main reason for the development of truancy.

Another common form of conduct disorder is stealing. Stealing only once or twice cannot be considered as conduct disorder. But when it becomes persistent then only

stealing becomes a form of conduct disorder. Taking something that does not belong to us without the knowledge of others is generally referred to as stealing. Children often have the tendency to snatch the belongings of others. But if this nature becomes the habit, then it becomes the form of conduct disorder. Due to the physical and financial deprivation, the attitudes of aggressiveness, not getting the proper attention from their parents and feeling of insecurity etc. may develop the stealing disorder among primary school children.

Lying is another form of conduct disorder. The conscious and wilful saying of a thing that is known to be incorrect is called lying. (sharma and sharma, 2002) . Children often tell lies to avoid punishment, playful lies, lies to create confusion, to show loyalty etc. are also considered as a form of conduct disorder. Usually, sometimes children tell lie indirectly but they do not have a natural tendency for telling lies and this habit becomes a problem for them. Due to fear of punishment, to attract others, to gossip, due to ignorance or forgetfulness about related subjects or fear, or due to too much affection and strict discipline, a child may tell lie.

Bullying is a common problem in our school and community mainly associated with conduct disorder. This type of behaviour comprises physical, verbal or psychological aggression or harassment, teasing, threats etc. Generally, children having this disorder want to gain the power over or dominating another individual. Bullying behaviour can be physical or verbal. Bullying by boys is more physical and by girls is often verbal. Bullying is comprised of unfavourable behaviours such as teasing, taunting, threatening and hitting that are started by one or more students against a victim. On the other hand, bullying may also be more indirect by causing a student to be

socially isolated through intentional rejection such as spreading rumours and imposing social isolation.

Aggressiveness is also one type of conduct disorder. Some children are quarrelsome in nature. It may be self-assertiveness, or desire to gain possession or harm or hurt someone physically, emotionally or mentally or desire to dominate or control others. They enjoy fighting, creating trouble and harm to others. They get pleasure in killing, biting, hitting, destroying, harming, rebuking or abusing others. The bad family condition, lack of fulfilment of general or mental necessities, desire, activities, feeling of failure, strict discipline at home and school etc. are responsible for the development of this type of behaviour.

Hair plucking is another common form of conduct disorder that commonly found in the primary school children. This is a kind of manipulative motor habit disorder where children use to pluck his own hair without conscious effort. These behaviour problems are learned by imitating others. Due to boredom, excitement, worry or embarrassment, fear, insecurity or apprehension, child plucks his or her hair and develops this problem.

The majority of children with conduct disorder may have lifelong patterns of antisocial behaviour and be at higher risk for a mood or anxiety disorder. But for many, the disorder may lessen in later age of life.

The role of parental control, excessive punishment by parents and teachers, rejecting or neglecting attitudes of parents or teachers, broken homes, lack of love and instability, too much indulgence, pampering attitudes of the parents, bad economic

conditions, low moral standard in family mainly responsible for the development of conduct disorder problem among primary school children.

1:05: E. ANXIETY DISORDER:

Most of the children feel anxious at times. When the young children separated from their parents, they show great distress. They are very often frightened of strangers, thunderstones, or the dark. These are normal and usually short-lived anxieties. But some children suffer from anxieties severe enough to interfere with the daily activities of childhood.

The children those who are anxious may lose friends and be left out of social activities. The experience of academic failure and low self-esteem are common among them. Because many young people with this disorder are quiet and compliant, the signs are often missed. Therefore, the persons associated with them especially teachers and parents should be aware of the signs of anxiety disorder. Similarly, treatment can start early and can be able to prevent academic, social and vocational failure.

According to U.S Department of Health and Human Services, the most common anxiety disorders affecting children are Generalized Anxiety Disorder, Phobias, Social phobias, Panic disorder, Obsessive-Compulsive Disorder, Post-Traumatic Stress Disorder

Anxiety disorders are among the most common mental health problems of childhood. As many as 1 in 10 young people may suffer from an anxiety disorder. Among the children with anxiety disorder, the girls are more affected than the boys.

The causes of the anxiety disorders are still not known whether it is caused by hereditary, environment or both. But previous studies revealed that young people are more likely to have an anxiety disorder if their parents have anxiety disorders. According to U.S Department of Health and Human Services, main behaviours of the Anxiety Disorder are-

- Frequent absence
- Refusal to join in social activities
- Isolating behaviour
- Many physical complaints
- Excessive worry about homework or grades
- Falling grades
- Frequent bouts of tears
- Frustration
- Fear of new situations

Phobia is the most common form of anxiety disorder that prevails among the primary school children. Fear is the dangerous situation which threatens the security of the living organism in a normal and natural reaction. But unrealistic and unreasonable fears are termed as phobias. Phobias are the expressions of anxiety. Phobias are really an expression of anxiety as compared with normal fears which may be described as internal feelings of the particular danger with the expectation of injury and pain. The children with this anxiety disorder are not consciously aware of the consciousness as they do not know the nature of the danger.

Elective mutism is another form of anxiety disorder. This problem generally appears during the pre-school and elementary school years i.e. between the ages of 5-9 years and

at the beginning tends to be slow resulting in development of shyness. The inability or the unwillingness to speak is termed as Elective Mutism. Although the child is able to communicate, but he/she is typically lacking any vocal sound. In this problem, the child refuses to speak, despite being quite capable of verbalisations and they choose to talk only with particular individuals. Tramer in his study mentioned that “Elective Mutism” referred to a group of verbally intact children who exhibit no speech in selected situations, but who would talk relatively normally to certain peers and family members (Kaur, R 2006, p-302). Rutter in his study noted that these children are often dependant on their parents, especially on mothers. Some family-related factors such as the familial pattern of not speaking, parental shyness, impaired mother-child relationship are mainly responsible for the development of Elective Mutism.

Excessive shyness or timidity is also a form of anxiety disorder. Children show this kind of behaviour by covering their faces, eyes with their forearms. Generally, children suffer from this disorder are notably quiet and tends to hide behind their mother. Children with this problem are emotionally disturbed. As a result, the child with excessive shyness often would not play with other children or speak to them. They usually keep their mouth shut or cry and never laugh or join in games. They look so sad and unhappy. When someone asks questions, sometimes they would cuddle up to their mothers and hide in their cloths or behind the curtains or under the table or bed. Shy children are often very insecure and internally disturbed. Dominant or over protected upbringing, deprived of love, care and affection are responsible for excessive shyness.

1:05: F. DEPRESSION DISORDER:

One of the serious behaviour problems prevail among the primary school children is depression. It is referred as the mood disorder. Almost all children feel sad or blue at

times. But if this feeling of sadness persists for weeks or months with great intensity may be considered as the symptom of the major depressive disorder. These depressive disorders are more than “the blues”; they affect a young child’s thoughts, feelings, behaviour and body. As a result it can lead to school failure and in the later part of their life they may start the nature of alcohol or drug abuse, and even suicide. One of the most serious mental, emotional and behavioural disorders suffered by children is depression.

U.S Department of Health and Human Service’s recent studies have revealed that in every 33 children 1 child may have depression disorder. According to them, boys suffer more depression disorder in childhood than girls.

The child with depression disorder that occurs in childhood is harder to diagnose, more difficult to treat, more severe, and more likely to reoccur than depression that observed in later life. This disorder affects a child’s development also. A depressed child unable to pass through the normal developmental stages of life. The most common symptoms of depression in children are:

- Sadness that won’t go away
- Desperateness
- Irritability
- School avoidance
- Changes in eating and sleeping patterns
- Frequent complaints of aches and pains
- Thoughts of death or suicide
- Self-deprecating remarks

- Persistent boredom, low energy, or poor concentration
- Increased activity

In general, the children who used to enjoy playing with their friends, if they are suffering from a depression disorder problem then they may want to spend most of their time alone, or they may start “hanging out” with a completely different peer group. Activities that were once fun, hold no interest for them. Children who cause trouble at home or at school may actually be depressed, although they may not seem sad. Younger children may pretend to be sick, be overactive, cling to their parents, seem accident-prone, or refuse to go to school. Older children often refuse to participate in family and social activities and stop paying attention to their appearance. They may also be restless, complaining or aggressive.

Most of the psychologists believe that depression has a biological origin. Research indicates that children have a greater chance of developing depression if one or both of their parents have suffered from this illness. According to the U.S. Department of Health and Human Services, behaviours of Depression Disorder children are-

- Sleeping in class
- Defiant or disruptive
- Denial to participate in school activities
- Excessive slowness
- Not turning in homework assignments, failing tests
- Fidgety or restless, distracting other students
- Isolating, quiet
- Frequent absences
- Failing grades

- Refusal to do school work and general non-compliance with rules

If any of 3 of above mentioned symptoms are present among the children for at least two weeks continuously then the children will identify as Depression Disorder children. Uncongenial family and school environment, broken homes, separation from parents, lack of parental love and care etc. are the main cause of Anxiety and depression disorder.

1:06: THEORIES:

There are different theories devoted to social and emotional development in childhood. Such as, theories developed by Freud, Erikson and Bowlby, have a common background in psychoanalytic thinking. On the other hand, the social learning theory is based on the application of the principles of learning theory on the various aspects of the child's development.

i. Freudian or psychoanalytic theory:

The most comprehensive theory of emotional development was developed by Freud (1953). Others, including his daughter Anna, Melanie Klein and Winnicott, have extended and developed psychoanalytic concepts as a result of their own work with child patients.

According to this theory, the biological and maturational components of development are the main source for the formation of behaviour of an individual. It leads to a uniform sequence to development for everyone. This is a stage or phase theory. This theory believes that every individual successfully develops through each phase of his life. Accordingly, there are five stages prior to adulthood. Such as-

Oralstage (0-1 year), Anal stage (2-3 years), Phallic stage (3-5 years), Latency stage (5-12 years) and Genital stage (12-18 years).

Latency stage (5-12 years):Freud believed that in this stage, child focuses his attention on the same sex –parent. Consequently, the child starts considering his/her same sex parent as the role model. Moreover, their peer relationships are also predominated with the same sex.

One of the crucial aspect of this period is the evolvment of the ego mechanisms of defence. Anxiety, habit disorders and its management have always been an important part in the psychoanalytic theory. According to Anna Freud, the developing ego is to manage the excessive anxiety that arises from the inevitable stressful nature of some experiences gathered in childhood. She believed that ego mechanisms save guard the child in his own existence, provided that they are not used excessively. As a consequence, it will help the child in experiencing manageable amounts of stress. For the well-being of the child, the exposure to stress and anxiety is very much essential .It enables the child to learn to cope up with unpleasant or distressing feelings. On the other hand, successful management of the anxiety improves the child’s self- esteem.

Erikson (1965), a psychoanalyst believed that the ineffective or unresolved experiences of earlier phases of life had a lasting impact on the adjustment of later life and on the successful completion of rest of the life. For example, if a child experiences mistrust in his early life then automatically a sense of mistrust will develops in his later spun of life. According to him, there are five important phases or stages of life. Such as-
Phase I- Trust versus mistrust (0-1 year) mainly concerned with the establishment of secure and stable relationships, basically between mother and child.

Phase II- Autonomy versus shame, doubt (2-3 years)

Phase III- Initiative versus guilt (3-5 years)

Phase IV- Industry versus inferiority (6-12 years): In this stage, schooling and peer group relationships play a dominant role in the life of a child. Those who are successful in mingling with their peers becomes literate, numerate and socially integrate. On the other hand, those who fail to do so, develop a sense of inferiority and low self-esteem.

Phase V- Intensity versus identity diffusion.

Klein and Winnicott, have also made important contributions to this theory. Klein (1932,1948) believed that first year of the infant's fantasy life is crucial for subsequent personality development. Some defence mechanisms, such as projection, projective identification, denial and splitting arises at the early stage of life are seen as the precursors of later life too. The first stage of the child's development is in the fearful position, where the child attempts to deal with fearful and unfriendly world. Gradually, the child feels that the source of the conflict that develops within himself, leads to terminal depression around the age of 1 year. In this way, as the child grows through these phases he tries to compensate himself by visualizing the fantasized attacks on his mother.

Winnicott (1957,1958), who had a paediatric training also forwarded important ideas in terms of maternal role in the life of a child.

ii.Attachment theory (Development of attachment)

Bowlby (1969) and Ainsworth (1982) were the pioneer of this theory. This theory believed that social relationships develop among the child and the mother in response to the mutual biological and psychological needs of them. The interaction between mother and the child promotes social relationships. Attachment describes that the child feels more safe and secure with those persons who are closely associated with him/her. Bowlby expressed that there is a biological basis for this affectionate behaviour. It is the universal truth that the behavior has considerable survival and adaptive value for the all living beings. Because, it helps the dependent child to explore the environment from a secure base and also to use the base as a place of safety at the times of distress.

According to them prior to 7 months after birth, in the case of a social relationship, the infant is not selective or discriminating. But after 7 months onwards the infant start to develop selective attachment mainly to the mother but not exclusively to her. But in the due course of his life, the child develops attachment with other members of the family and neighbourhood. But if the child is not getting due social attachment then the child suffers from severe deprivation of love and affection. It means, depression arises in response to separation and loss of the members with whom he is closely associated.

iii. Social learning theories:

The term social learning has been used to describe those learning theories that derive from the application of findings from experimental psychology to study the development of the child. These theories are not the stage theories. They are not

concerned only with childhood stage but can also be applied to all age groups. This theory mainly based on the principles of learning theory.

The main principle underlying in this theory is the application of learning theory to the understanding of children's behaviour. Generally, learning is defined by the psychologist as 'a permanent change in behaviour as a result of experience'. Similarly, understanding the major influences of behaviour is an important aspect of experimental and clinical psychology. The three most relevant learning theories related to the child development are

- a) Learning by direct reinforcement
- b) Learning by imitation and
- c) Learning by induction

a.Learning by direct reinforcement:

The main idea of this approach is the presentation and removal of a stimulus after a response which alter the subsequent behaviour of that response. To acquire or modify the behaviour of an individual, reinforcement is necessary. Reinforcers can be positive or negative and both are used to strengthen the behaviour of an individual. Development or elimination of behaviour of the child depends upon repetition of the successful attempts and elimination of unsuccessful one. Similarly, Positive reinforcement or reward will strengthen the accepted behaviours and negative reinforcement or punishment will help to stop the unpleasant behaviour of the child. Classical conditioning theory of learning, developed by Ivan Pavlov and Operant conditioning theory of learning, developed by B.F.Skinner are two main examples of this type of learning. Classical conditioning is based on stimulus-contingent

reinforcement. Here the response has become conditioned to the new stimulus. On the other hand, operant conditioning is based on response-contingent reinforcement. Here, the individual's behaviour is modified or shaped according to the reinforcers associated with that behaviour. It maintains that the response or behaviour of the individual is not mechanical, passive or involuntary but active, purposive and goal oriented. It believed that the persistence and the strength of the behaviour are influenced by the pattern of reinforcement. In simple words, behaviour is affected by its consequences. It does not require repeated efforts but needed immediate reaction to a familiar stimulus.

These two types of learning form the adaptive or maladaptive patterns of behaviour depending on the circumstances. Classical conditioning prepares a child in developing an adaptive avoidance of dangerous situations or equally a maladaptive response. For example, the child may develop phobic to go to school or facing social situations. On the other hand, Operant conditioning can lead to the establishment of adaptive or socialized patterns of behaviour. For example, a mother can reinforce temper tantrums by offering the child with sweets and chocolates.

b. Learning by imitation:

It is well-known fact that observable learning or imitation is a common method for developing, change or alter the behaviour of the children. It is an instinctive tendency that urges one to follow or accept the thought, feeling and action of others. The tendency of imitation remains very strong in the childhood stage. The young and immature child naturally has the tendency to learn by imitate the feeling and activity of his superior. Generally, there are two factors influence the acquisition of such behaviours, the direct or inherent consequences of the behaviour and the indirect

consequences. For example, a child may observe that a person who greets someone in a friendly situation is usually make themselves happy (direct effect) and in turn behaviour usually followed by a warm response from another person (indirect effect).

c.Learning by induction:

This principle believed that in order to acquire more complex and revealing behaviour, the child needs to follow the rule of general principles underlying the behaviour that is from particular to the general. It involves the power of observation, perception, and insight of the children. The increased cognitive capacity of the children along with their maturity enables them to establish the desire to help others without any expectation of reward. In this regard, parents have a crucial role by developing a cordial parent-child relationship for the all-round development of the child.

J.B. Watson an American psychologist was considered as the father of the psychological school of behaviourism. The Freudian thinking that our unconscious mind was behind most of our behaviour was changed by Watson. According to him, behaviourism was the science of observable behaviour. He had emphasized that only behaviour of an individual could be observed, recorded and measured. So, knowledge of behaviour is essential to study humans and animals. His thinking was influenced by classical conditioning theory of Ivan Pavlov. He strongly believed that the environment of the child is most important factor that shapes the behaviour over their genetic or natural temperament.

1:07: CAUSES OF BEHAVIOURAL PROBLEMS:

Behavioural problems among primary school children generally developed due to the defective interpersonal reactions between the children and its environment. The environmental back ground and regular kind of rearing practices will produce certain kind of behaviour problems in one child, certain different problems in another child and no problem at all in the third. As each and every individual is differ from one another, mentally, emotionally and physically. Thus proper appreciation of the causes of behaviour problems is, however made it difficult. In other words, heredity and constitutional factors like physique, intelligence, and emotional disposition along with the environmental and socio-cultural factors like family, parents, siblings, school, peer groups, mass media and neighbourhood plays a vital role in the development of behaviour problems among the primary school children.

1:07:1 HEREDITY FACTOR:

Heredity is often held responsible for many behaviour disorders like Bed wetting, aggressiveness or shyness. Heredity causes include physical, emotional or nervous defects, but sometimes these may also be the result of weakness. Heredity is the transmission of genetic characteristics from ancestor to descents through genes. People have a general understanding of genetic inheritance that certain traits can be and sometimes are passed from one generation to the next. Defects of endocrine gland and special senses like short sightedness, deafness may also lead to academic backwardness and inferiority complex.

From the various studies on the behaviour of the children, it is clear that all human beings do not inherit any fixed behaviour pattern. Only some potentialities

of certain behaviour pattern such as intellectual or cognitive behaviour, emotionality and certain abnormalities like neurosis and psychosis etc. are inherited hereditary. The environment is mainly responsible for the manifestation of these abnormalities in the behaviour of children. For example, if two identical twins having same hereditary factors, are brought up in two different families, one may develop a behaviour problem but the other may not. On the other hand, some inherited behaviour problems like shyness, aggressiveness of the children may also be modified with the help of the members of the family and society with whom that particular behaviour problem child is associated. Therefore, it is clear that heredity directly cannot cause behaviour problem. It is mainly the environment that instigated in the development of behaviour problems among young children.

1:07:2 ENVIRONMENTAL FACTORS:

The whole development of the child's personality depends upon the influence of the environment. The social environment existing in the home and in school where most of the time of the child during the formative period i.e. childhood is spent is the most crucial factors in the development of behaviour or personality difficulties. Behaviour problems related to the environmental factors are those relating to family, school, peer group and neighbourhood.

1:07:2. a) THE FAMILY:

There is a pre-eminent importance of the impact of the family on the behaviour of the school children. The young children, in the family only encounter the initial experiences which determine the sense of personal security and of being loved and accepted. The parents and members of the family are the primary agents in

the transmission of the culture of the group to the child and the socialization nature of the child. It is the primary agency which moulds and shape the behaviour of the child. It is generally observed that the importance of early family experiences on the child's behaviour and attitudes cannot be denied. The foundation of children's special attitudes and skills are obviously laid in the home environment. The home is truly the greatest socializing agency in all existing cultures. The factors connected with the family are a variety of interpersonal relationship that prevails there, the influence of grandparents and caregivers, parental absence from home or illness, the type of emotional atmosphere, poor economic condition, disciplinary action of the parents, parents married against their choices, child deprived of genuine satisfaction of his needs, too much love, indulgence of pampering or lack of love, conflicting behaviour of the parents etc. have a detrimental influence on the child. Thus leading to the defective development of his behaviour.

i. The atmosphere of home:

The atmosphere of the family affects the personality of the children. The children learn all the mental, physical, social, ethical and other forms of behaviour here and make them habit which is part of his personality. The child brought up in a bad atmosphere creates various behaviour problems. So, one of the major cause of behaviour problem of children is the unfavourable behaviour that exists in many homes. Majority of the behavioural problem children are coming from homes that have an improper atmosphere. Such as lack of recreation, the absence of proper parental care, almost complete absence of affection and love, cruel behaviours of step mothers or foster parents or relatives, crowded home etc. It is common phenomena that the parents, who are pre occupied with their work schedule, feel comfortable to engage their

child in front of the television. For such children, the television set is considered as the only companion. Consequently, they may suffer from Attention deficit disorder problem.

ii. The size of the family:

The size of the family also plays a significant role in the development of behaviour of the child. It has been observed that children in small families get more attention and more affection from the parents. Generally, the atmospheres in small families are democratic, where the children can also participate in decision making. It promotes greater opportunities for the children and helps towards their better adjustment in general. As a consequence, children of the small family are generally superior in physical, emotional and social adjustment than the children of the large family. Parents of large families are more authoritarian, employing fewer psychological control techniques than the parents of small size families.

iii. Child's birth position in the family:

The ordinal position of the child in the family also has a relationship with behaviour problems. Most of the investigators agree that the eldest and the youngest child in the family are subject to unusual influences and are more vulnerable to behaviour problems(Kale,2013).Generally the eldest child in the family is often pushed to assume responsibilities beyond his ability and the youngest one either spoiled or over protected. Consequently, they are unable to develop the quality of independence. On the other hand, the middle child is frequently neglected. Second or middle children are apparently better adjusted than the elder one. A more relaxed mother-child relationship

exists among them. Since the mother feels more confident and less tensed, hence the second born child is not very introverted but more fun loving and easy going.

iv. The only child:

The only child generally handicapped, incapable of the adjustment as they do not have any siblings at home to share their feelings and experiences. Though the only child gets all the attention and affection from the parents but he feels very lonely. Moreover, parents tend to over protect him and he becomes more dependent on his parents and is not able to face the challenges of outside world. They are usually spoiled, egocentric, anti-social and nervous children, as they are totally dependent on parents.

v. Organic and physical status:

A child who has adequate physical strength and proper co-ordination give him self-confidence and emotional stability. But if children are physically weak may be rejected by peer group as a consequence, they become habituated to isolation and deteriorates intellectually, physically, and socially. Some time, minimal brain damage, which is undetected by parents and teachers may also cause distractibility, impulsivity and perceptual abnormality among children. They usually criticised by adult and peers and hence they develop feelings of rejection and loneliness.

vi. Gender:

All the behaviour problems of children differ from one from another, like that behaviour problems of boys are different from behaviour problems of girls. Society expects different types of behaviour pattern from boys and girls. Girls are supposed to

be submissive, well-mannered, and docile while the boys are supposed to be aggressive and independent. If they cannot conform to their respective roles are looked down upon by parents and peers and may get isolated (Kale, 2013 p-209). Different studies revealed that in comparison to girls, boys have more problem behaviour. It is observed that, regarding the career of the boys, parents have very rigorous and rigid demands. On the other hand, boys are restless owing to higher metabolic rate and cannot adjust to school routine adequately. They have also difficulty in finer co-ordination and are poor in reading and writing. Consequently, the higher expectation from family and low performance of the child leads to the development of confusing behaviour among.

vii. Broken homes:

Previous studies revealed that most of the behavioural problem children are coming from broken homes. A broken home can be caused by death, separation and divorce. That type of home can also be psychologically or emotionally exhausted. Now a day's divorces are more common. Simply because many couples would not like to stay together unless the marriage is not mutually satisfying and fulfilling. Broken home critically affects the behaviour of the child. Remarriage whether following death or divorce encourage the child to stay with step parents. Effect of the foster parent is also responsible for the development of behaviour problems among the children. Moreover, the mother separated children display a remarkable slow motor development. Consequently they become socially withdrawn and depressed.

viii. Effect of social class:

A child belonging to an upper socio-economic class may get very easily all the material pleasure of his life. But this lavishness of money can sometimes create

problems among them. In the high economic status group, the parents are very busy with their social engagements. Consequently, they find no time for their children. They are looked after mainly by the servants and they are deprived of their mother's affection. On the other hand, a child coming from very low socio-economic class also faces problems. The parents being very busy making both ends meet have no time for their children. In this type of family, children become very independent at a very young age. Nobody teaches them the higher values of life and so they easily fall prey to stealing, gambling, begging etc. As we all know poverty is the mother of all evils in the world. Sometimes parents cannot fulfil the genuine needs of their children due to poverty. Because on one hand there is poverty and on the other hand there is a lack of development of higher values. As a result, different behavioural problems develop among the children.

ix. Parent-child relationship:

A cordial relationship between parents and children are necessary to develop a good behaviour among children. Happy and friendly children, who are constructive and affectionate members of the society generally, come from homes where the parent-child relationships are very congenial and favourable. But if the parent-child relationships are unfavourable, then behaviour problem may develop among the children and they will be unsuccessful in life. Generally, the children who come from the home with good parent-child relationship tend to be tolerant of others, successful in social participation and possess good intellectual control. On the other hand children with behaviour problems come from homes with unfavourable parent-child relationships tend to be intolerant of others, impulsive, with weak intellectual ability.

x. Parental attitudes and parenting behaviour:

Attitudes of the parents and parenting style or behaviour towards their children are considered as the most important factor to develop the unhappy and unfriendly behaviour among children. In personality integration and adjustment of the child, influence of the parents is most important. Because the child is in his most formative period of his life with them for a long period. The pattern of dependence, independence, submission, co-operation, competition of the children has their origin in early parental reactions within the home. Every child needs security and protection from parents. If the child is not accepted he feels insecure. If there are parental quarrels at home and do the unfair comparison of their children, then the feeling of insecurity may develop among them. The child also needs recognition for his achievements. This does not mean that the achievement has to be great. For instance, in one family just passing in school examination is rewarded and gives the child self-confidence. But in the other family, a child may be punished even if he secures good marks because he has not come up to his parent's expectations and hence becomes frustrated. Attitudes of the parents during the course of development of the child also affect the behaviour of the child.

Both the over-protecting and rejecting parenting styles hamper the growth of the child. Rejection of the child by his parents affects his sense of security, increase his sense of helplessness and undermine his self-esteem and self-confidence. If the mother seems to reject the child, he is more dependent than if he feels accepted (Sharma, P 1990, p-118). During the course of the development of the child, he learns various kind of anti-social behaviour like aggression, lying, stealing, showing off etc. Moreover, if the parents are very much lenient, the child tends to become selfish and demanding. The child expects constant attention, affection, and service by others. If he fails to get that behaviour from others, he reacts with impatience or with the outburst of temper.

If the parents are dominating though the child may develop the nature of honesty, polite and careful, at the same time he is also likely to be shy, self-conscious and submissive. He feels inferior, reserved and inadequate, unable to cope up with his peer group. On the other hand, if the parents are submissive to the child and if every wish of the child is fulfilled, then the child may become boss over his parents and show less respect to them. He tends to become disobedient and irresponsible. In his later life, he becomes aggressive, careless, and antagonistic and defies authority.

From the above discussion, it is clear that parental attitudes and parenting behaviours have not only a strong impact on relationships within the family but also affects the attitudes and behaviour of the children to persons out the family and also to social institution.

xi. Disciplinary action of the parents:

If the parents use physical punishment then it makes him more dependent upon adult affection and attention and also it will make the child away from reality. When the children are allowed to learn from their own mistakes with a minimum interference and punishment of adult, then they tend to have more attractive personalities. Such as more sociable, less dependent on adults, better able to face reality. On the other hand, the extreme parental control makes the child an abnormally dependent on parents. These type of children will have greater difficulty in adjusting to school and community life and low parental dominance also produce more avoidance behaviour among school children. In short, if the parents have no criteria of good discipline, some time they are too strict and sometimes too lenient. Such type of discipline creates mental and emotional conflicts in the mind of the primary school children.

xii. Emotional and Cultural values:

If a child is deprived of emotional needs of affection, love, warmth, protection, acceptance, security, recognition from parents, he develops a problem. It has most damaging effects on children. Mother's love and warm behaviour provide protection for the child, consequently, he learns behaviour patterns which will bring parental approval and in turn he gets parental love. In the beginning of this century, people believed in the strict upbringing of children, too much of affection was considered harmful to personality development, and individual differences were not taken into account. Corporal punishment was a solution for all the problems. The pendulum has swung to the opposite extreme now. It is proved that love and affection are needed for good mental health. In the early childhood stage, the little affection of the parents should be shown to the child. Moreover, if the parents quarrel, drink or criticize with each other in the front of the children, then also it will badly affect the mind of the child. If the home does not provide recreational activities, then also the child may use different means to release his pent up feelings.

xiii. Parental stress and family dysfunction:

The socio-demographic variables such as poverty and unemployment of the parents usually lead to the development of parental stress. This may affect the quality of parenting. Single parenthood, maternal depression, divorce, alcohol and substance abuse all are positively related to the development of behavioural problems among the young children.

xiv. Anti-social parent's attitudes:

Generally, it is observed that parents of anti-social children do not discourage or try to stop the anti-social behaviour of their children. As the parents behave that way, so they considered that behaviour as normal and appropriate. Moreover, if the parents gossip and discuss about the child's teachers, parents of his friends in the presence of the child, then also knowingly or unknowingly, the child may develop disorder behaviour.

xv. The role of caregivers:

The role of the caregivers also cannot deny the fact that they leave ample scope in the development of behaviour problem among the child. Some children live with their parents but most children live with their grandparents and aunts. Especially, in homes where the mother also works, a grandmother and house maid often help out. However, like all family roles, grandmother's typical role varies with the culture. More often, they attempt consciously or unconsciously to impose her values on mother and grandchildren. The children those who are staying with their grandparents indulge with more love and care. If the children show some unwanted behaviour and parents want to punish them but they cannot. Because of the, overprotective and defensive behaviour of the grandparents towards grandchild. As a result, the children are unable to judge which is right and which is wrong for his behaviour and unknowingly their behaviour deteriorates day by day. Moreover, in the family where both the parents are working, they totally depend on the house maid or care taker of the child. The servants, in most cases, are responsible for introducing the young children to anti-social behaviour at very early stage.

xvi. The role of working mother:

If mothers are also working along with the father and the child is left in the care of servant or care givers then also behaviour problems like anxiety, depression, aggressiveness, lying, stealing etc. may occur among children. It has been observed that if mothers work out, then the child cannot receive the required amount of attention and affection which is very much needed at the early stage of life. On the other hand, as both the parents are working, unknowingly their children may be deprived of parental love and care due to their busy work schedule. Moreover, the mothers those working outside the home, are less affective with their children. The working mother does not have direct control over their children as they are not aware of the behaviour of their children.

xvii.Sibling Rivalry:

The relationship among the siblings isobvious by a certain amount of jealousy and rivalry.The feeling of rivalry and jealousy are most intense in young children. Generally, young children are self-cantered and demanding. They wanted all the attention of parents towards them only .So they feel that their brothers and sisters are their rivals. Moreover, the unexpected arrival of a young brother and sister may also arise the feeling of jealousy and rivalry among them. Because of the favouritism shown by the parents towards the new born sibling. Consequently, they take out their frustrations in temper tantrums and direct physical attacks on the brother and sister who have instigated them.

xviii. Parental Relationship:

The relationship between the parents also plays a very important role in the development of behaviour problem among the primary school children. If the relationship between them is defective and unsatisfactory and often face with quarrel and arguments, it may highly affect the mind and behaviour of the child. The parental relationship may be marked by discord, bickering, mutual distrust, fights and scenes in the solution of home problems. The child grows in these situations will suffer a considerable damage to his ego. The environment created by such parental conflicts and disagreement is full of emotional tension and is hardly suitable for nourishing the feelings of security and adequacy of children. Consequently, the child may develop the feeling of insecurity and disrespect.

1:07:2. b) THE SCHOOL:

After home, school is considered as an important institution which is responsible for training or preparing children for shouldering the responsibility of future life. The school is considered as the second home for children. The school is the most important socialising agency which influences the behaviour of the child. It is the school where the child for the first time comes in contact with other children who are geographically remote from them. The socio-economic and cultural backgrounds of different children are quite different from each other. It is helpful to broadening the social horizon of children.

When a child goes to school he enters the world that is removed from the protection or over protection or rejection that is accorded to him at home. He is placed in the hands of a strange adult-a new parental figure- at an age when he still needs adult support. He is thrown into dealings with his peers during a phase of his development

when social relationships with his age group are becoming very important to him. The attitudes that others show towards him and the judgement they place upon him will have an important bearing upon his growing conception of himself.(Skinner, 2002 p-239).

It is generally observed that home and school blame each other for problem behaviour of primary school children. Parents criticize that the school does not discipline children properly and on the other hand, teachers blame the parents for not giving proper training to their children in fundamental social etiquettes.

Schools are social institutions. It function on the basis of rules being accepted by the students and teachers. Rules in the school may not be accepted if the harmonious relation between teachers and students are not achieved. In these circumstances, misbehaviour of the children can reach serious levels and become accepted norm for the majority of the pupil.

So in terms of an important environmental factor, the educational system ranks next to the family. Generally, most of the portion of the time of each day, week and year of the child spend within the premises of school. Some of the important school factors that lead to the development of behavioural problems among primary school children are –

i. The atmosphere in school:

One of the most important causes of problem behaviour is the defective atmosphere of the school. The children show the behavioural problem, if the teachers present improper and unmoral ideals in front of the students, uninteresting method of teaching and when there is the absence of wholesome recreation etc. Now a days, instead of the child, the subject matter plays a vital role in every school. Too much

emphasis is still laid on scholastic achievements of students. Development of the school still is based on the marks and grades. The theoretical method of teaching gets more priority, where the children do not get the opportunity for self-expression, and expansion of their knowledge. The aims of the teaching are still knowledge oriented rather than to offer complete guidance of the child. Teacher-pupil ratio is also very pitiable condition. It means classes are occupied by too many students. Consequently, the teacher cannot give special attention to the child who exhibits some problems. They are often neglected by the teachers as low achiever or naughty child. Defective school curriculum and examination system are also considered as a contributing factor of problem behaviour in school. The present examination is based on bookish knowledge only. Where the needs of the children are not met adequately.

These are the certain conditions in our schools which make the child's social adjustment more difficult.

ii. Teacher-pupil relationship:

After parents, the teacher is the only person who can make detail observations of student's behaviour. As in the family, the parents are ideal in front of the child like that teacher are in the school. The child hates the cruel and strict teacher and on the other hand, they respect good and sympathetic teachers. The child also feels close to their teacher if there is a comfortable relationship between them. Now a days, individual differences are hardly recognised and rarely considered in day-to-day activities in schools. Most of the teachers are unsympathetic. They lay more stress on the subject matter and instructional techniques. They usually ignore or neglect the need of the children. As a result, they are unable to understand the children and fails to develop a

good relationship with them. So, any kind of disruption in relation may result in problem behaviour.

iii. Attitude and behaviour of the teachers:

Some behavioural problems among children may develop due to the behaviours of the teachers towards them. It is doubtful that any teacher consciously invites misconduct, but many do so unconsciously. Sometimes, some teachers have their own choice of children and want to give them advantages. Consequently, their behaviour and treatment to those children of the class become unfair and partial. This attitudes of teachers create hatred against the teachers and the teacher's own choice children among the rest of children. They make groups and start the quarrel with those teacher's favourite students. It means teachers' partiality and autocratic attitudes are also the important factors which creates tension and anxiety in children. If the Teachers partial to few then also creates conflicts among the students. Thus create unnecessary jealousy and develop a feeling of rivalry. Teachers who are sarcastic or who humiliate their students and those who are downright unfair to them earn the animosity of the students and they become intent on seeking means of gaining revenge. So, teacher's partiality and autocratic attitudes are also important factors which create tension and anxiety in children. Moreover, unapproachable attitudes of the teachers are also responsible for the development of the behaviour problem among children.

iv. Disciplinary action of the teachers:

Like parents, teachers also imply punishment to the children to modify or to control the unacceptable behaviour of the children in school. Teachers may behave in a manner that distress the children. They may punish children excessively, make

criticisms and comparison, expect too much from them or even pick on one child constantly which instigated the behaviour problem among them. Sometimes, unknowingly or knowingly, teachers verbally abuse the children which may affect the mind of their children.

v. Emotional climate:

The emotional climate of the school has great influence on the behaviour of primary school children. If the climate is conducive then there will be no problem. But if teachers quarrel among themselves or with the administrator, then the climate of the school becomes tense (Chauhan, 2002 p-513). The percentage of behaviour problem children increase in such schools.

vi. The role of the teachers:

The Personality of the teachers can also contribute to the occurrence of behaviour problem of children. In school, during primary stage, the young children almost blindly follow the teachers with whom he or she may come in contact. So, teachers should help the child to learn to face the life as it actually is and not as they wish it to be. Probably the most common problem that the classroom teacher has, to deal with the aggressive children. It is the secondary drive that is developed among the children as a result of frustrations in early childhood. When in early childhood aggressive behaviour is rewarded by inner satisfaction it is reinforced. So, it is the moral responsibility of the teachers to understand them and try to help these children to relieve his frustration with love and care. Otherwise, it will create a serious problem in the later life of the child. Instead of helping them to release their frustration and tension, teachers usually take the help of punitive measure which instigated to develop the problem of the children.

It is the responsibility of the classroom teacher to help every child to realise his potential as an emotionally whole and stable personality. It is also the teachers' responsibility to be fully aware of the child's problem and ways in which she might help him to overcome them at least in the classroom.(Bhattacharya,1985 p-150). In the absence of which a serious behaviour problem may occur in the minds of young children.

There are many conditions in school which may lead to maladjustment of children. If the teachers do not have the knowledge of educational psychology and mental hygiene commit some mistakes in handling the children and their problems.

1:07:2.c) THE PEER GROUP:

During the childhood period, i.e. in between 6-12 years of age friendships are easily made and easily broken among the children. In this period, they have learned that the code of the parents may differ from the code of the peers, school and of the other parents. Gradually they have started realising that the rules are man-made and therefore may be challenged. This lead to a negative nature characterised bythe lack of punctuality, carelessness and rebellion. In this stage, they would like to prefer to play with children of their own sex. Any conflict between boys and girls may result in teasing and quarrelling each other. Finally, there is a formation of the group in their own choice. So, besides the family and teachers, the classmates and playmates also influence the personality of the child. They play an important role in developing the signs of problem behaviour in children in relation to their companionship. The best child if falls into the bad company may learn stealing, lying, physical outrage, the cruelty of bad nature.

In the Indian social system, many friends of the same age group are from among the siblings and cousins. They develop very intimate friendships. Then there are the peers in the neighbourhood with whom they interact from their pre-school years. Finally, there are children of the same age group in the school. Generally, in the large villages, all these three groups may grow up together and may be known to each other intimately. But in the urban areas, the school group may be different from the neighbourhood and the family group. The peer group, like the family group, is a primary group of the children where the immediate, face-to-face and close association may develop. As the child grows the norms of the peer group may largely determine what behaviour is accepted or rejected, approved or disapproved. It provides a degree of emotional support for most children; they may get more understanding from their friends than even from the parents. Though the parents lay the foundations for social behaviour, it is the peer group which enables the child to develop and practice the skills of cooperation and competition, autonomy and independence and leadership and followership (Kuppuswamy, 1980).

The children who have behavioural problems are socially isolated or rejected by other children. The peer group relationship become an increasingly important influence on the behaviour of the children as they grow older. Studies done in this regard show that some children are more accepted and popular with their peers. It helps the children to be socially competent, friendly, intelligent and attractive. On the other hand, if they are rejected by their peers may develop aggression, noncompliance and disruptive behaviour. In short, poor peer relationships develop the behavioural problems among children.

1:07:2.d) THE MASS MEDIA:

In the present day situation, the world is flooded by the media. Now a days, in the advancement of science and technology, the child may have the variety of choices to entertain themselves. Different local, national and even international radio programmes; several local television channels, hundreds of video films, many different newspapers, magazines and even computer games and worldwide information and entertainment on the internet also help them to acquire knowledge. It is observed that television and video games are played a dominant role in the life of the children. During childhood, they are more fascinated or fond of television and video games which are full of entertainment and amusement. In the mechanical day to days lifestyle, besides school most of the time a day, the children use to sit in front of television and watch some programmes with full of violence and aggression in the form of cartoon characters. Because of the imitative nature of the children, they try to imitate the character that is observed in the program. This may be observed in their nature and try to apply them in their day to day activities too. Numerous research studies related to mass media and its effect indicate that programs of dramatic violence on TV and in the movies are related to the violent behaviour of the children. Today's children are becoming more and more violent in their day-to-day life in comparison to previous years. They are becoming so self-centred and are willing to do any illegal activities for their own purpose. If the child continuously watches the televised violence then it will negatively affect the character and attitudes of children. Children, who watch more violence, behave more aggressively than those who watch less violence on television. Moreover, the impact of the violent and unaccepted lyrics of the songs of cinema may have also affected negatively the behaviour of the children.

1:07:3. SOCIO-CULTURAL FACTORS:

Apart from family, school, and peer group influences, there are also so many socio-cultural factors that are contributing to the development of behavioural problems among school children. Though it is well known fact that family is the primary socialising agency, but sometimes the child is influenced by the general society, neighbourhood and other institutions like clubs, religious institution etc. also. The evil traditions of society e.g. killing of witch chant polluted atmosphere of the neighbour, bad companies etc. instigate the child to develop problem behaviour. Sometimes the harmful forces in the immediate environment are so strong that start affecting the behaviour of the child. For example, sometimes a child coming from good family gets involved with the bad company in the school, whose values of life are different from him. But he is so fascinated by their way of living and enjoying the life that he wants to be like them. Even the rules and regulation that imposed on him by his family also cannot hold him back. Consequently, the child starts missing his school and moving in their company.

In our country, the sex of children still occupies a very significant place. Birth of a boy is still celebrated with joy and warmly welcomed in comparison to the birth of a girl. Even while giving affection, attention, independence and education to a son and a daughter, there is a definite distinction made by parents. In our society, there is a general belief that a boy child only can carry forward our generation and also shoulder the responsibility of our family. Such conditions create frustration in girls and develop dominance feelings in boys. This further may lead to the development of behaviour problems among children.

1:08: ACADEMIC ACHIEVEMENT AND BEHAVIOURAL

PROBLEMS:

If the children have similar educational facilities, environment, aspiration and even intelligence then also the academic achievement of the students may differ from one another. Several studies have shown that students' academic achievement mainly depends on the environment that they belong to. Because it is observed that, some students who appear to be reasonably good and of average ability often do not do well at school. On the other hand, some students show less interest in school work. This is not only because of their intellectual incompetence but because of different other emotional causes like stress and unable to handle the different emotional situations properly. As a result, they may face with serious frustrations and conflict in his academic environment.

The literature review revealed that although some children with emotional and behavioural disabilities show good performance in the school examination yet they have difficulty in integrating intellectual ability and directing them towards realistic goals. They could readily be accepted in any social group and do not have any visible motor disability. Because of their unpredictable, uncontrollable and erratic behaviours, they are not properly accepted by their peers as well as others in their social settings. Their ability to learn is significantly impaired due to their poor neuromuscular co-ordination.

Low achievement and behaviour disorders go hand in hand. Though it is not clear whether behavioural problems cause underachievement or vice versa. In some cases, the weight of evidence may be more on one side of the issue than the other. But in general, it is observed that behaviour problems can have a negative influence on the

academic achievement or performance of the school children. It means. Behavioural problems and educational problems are often very closely related. The disturbed children often have difficulty in learning or follow school curriculum in school. They are unable to concentrate properly, as their mental energies are generally tied up in his internal conflicts to such a point. The learning problems further may be aggravated by the limited abilities of the children. If the children are accompanied by excessive high standards or over-ambitious parents or if the home and the school expect the certain level of achievement from the children and if the children are unable to achieve the same may experience a sense of failure. It may rebel against school and do less well or tend to run away from the school situation or adopt an aggressive or hostile attitude.

The children exhibiting behavioural problems have problems in academic achievement too because of their poor attention, hyperactivity and restless behaviours. Attention problems and troublesome behaviours have a marked relationship with the academic achievement. The children with behavioural problems are unable to understand the instruction given to them as they are mentally or physically not ready to learn. The concentration level of the children mainly depends upon his age, mental and physical health, intellectual capacity, temperamental quality, training, and discipline. Naturally primary school children have a short span of attention. But if they exhibit the severe type of attention problem i.e. inattentiveness problems then they have intellectual backwardness, as compared with more intelligent children. On the other hand, hyperactive children are generally distractible and their power of attention and concentration are variable, because of their over activity of mind. Usually the hyperactive child is backward in the class. The atmosphere of the class is too dull for them as they are restless in nature. Sitting in a position for long periods produces

distaste for desk work in a child. As a result, they suffer from lack of concentration and shows poor performance in the examination. The hyperactive children are not happy if plenty of scope for their abundant physical energy is not provided properly. Many a time, behavioural problems are co-morbid with different disorders like ADHD, intellectually disabled, learning disability, slow learners etc. due to these disorders and disabilities children exhibit behavioural problems and these children are unable to perform properly. Again, the promising potential children may also unable to show good performance in the school because of the prolonged absence through chronic illness or frequent changes of school due to father's employment. These children may be unable to answer teacher's questions in class due to shyness or timidity; as a result, the teacher may interpret them as backward in their abilities.

Vorhaus and Gutman (2012) in their research report also mentioned that children's attention problems have been shown consistently to predict lower academic achievement at all ages. Behavioural problems are associated with poor academic achievement as children grow older. In primary school children, being bullied is associated with lower achievement in school. Children exhibiting behavioural problems such as attention difficulties, conduct disorder contributed to the poorer academic performance in primary school. It is also observed that as the children proceed through school, behaviour problem children appear to have a greater negative association with their academic achievement. Attention problem of the children in primary schools is considered as a stronger predictor of lower academic achievement. Moreover, children's experiences at school with their friends and classmates also play an important role in their academic achievement. The experience of being bullied at school has been found

to be associated with lower achievement in children where as positive peer relationships foster higher achievement.

Some children with behavioural problems do not enjoy the school environment and they do not want to participate, involve or engage in the learning situation too. As a result, they show very poor performance in their academic achievement.

It is felt that behavioural problems of school going children along with their associated family and school-related causes are to some extent responsible for the academic achievement of the children. So far researcher could not get the studies particularly covering the different parenting styles of behavioural problems children. That is why the present study might be an interesting area of research.

1:09:NEED AND SIGNIFICANCE OF THE STUDY:

In the Educational ladder, primary stage is constituted as a most important stage of education. It is considered as the root of the whole educational system. It plays a very important and vital role in the entire educational structure. As it is considered as a foundation stone of the entire educational structure, so we may say that the super structure of the nation which we intend to build depends on the primary stage of education. It is the stage that provides the basis of the Physical, Mental, Emotional, Intellectual and social development of the children.

Each and every child is born as individual and he/she become person, with the effect of environmental forces. The influence of environment in moulding one's personality and in the determination of its problems cannot be minimised.

The birth of a child is a hope as well as an aspiration for each and every family. During the primary stage children gradually learn to grow and develop under the guidance of parents and members of the family. Home is considered as everything for a child. It is the first guiding agency of all children. It forms the basis of the super structure of his personality. At home, in the presence of parents, grandparents, and other adults and siblings along with their different or changing attitudes create various emotional problems among the primary school children. There can be too much harshness, rejection and mal-treatment and also too much love, indulgence or pampering at home. The parental quarrels or conflict leading to separation and broken homes are also adversely affect the development of the child. Like every living being, the human child has also the fundamental needs and desire, not only to exist but also to grow to its full stature for final fruition. This is possible only when he feels secure. Security means not only freedom from fear or danger or free from physical needs like the needs for air, water, food, shelter, rest, and change but also lies in the satisfaction of the various psychological needs. So, when the child feels something lacking from his parents or members of his family such as love, care, emotional security, recognition, and status etc. then the behavioural problems may develop among the children. It means they may create the problem when their needs remain unsatisfied. It is true that problem is created because of the defective child-parent interaction. Usually, there are no problem children but there are problem parents. If parents are failed to understand the needs of the children properly, then behaviour problems may develop among them. Because generally, a child cannot learn or carry the disorderly behaviour from mother's womb, it is the environment only that has instigated him or her to behave in an unacceptable way. It is often observed that problematic behaviour of a child is the true

reflection of their parents or their respective uncongenial environment. In short, the behaviour of the parents or their respective nearby environment directly affects the behaviour of the children. Whatever they have seen in the behaviour of their parents, they try to behave that way only. So, whenever a problem is observed or seen in a child the main responsibilities lie with the parents. They should not ignore or neglect their unacceptable behaviour by thinking that the behaviours of the children will become good as they will grow. Because the problem of early ages, become serious in the later period of life. Parents have the responsibility to study the behaviour of the child to properly guide them.

Next to the family, school is also responsible for the development of behaviour problem among primary school children. In the school also, the attitudes of the teachers, schoolmates and the problems of learning produce social and emotional conditions which may not be very congenial and conducive to the mental health of the young children. One of the major obstacles to creating an effective classroom learning environment is the behavioural problem child. The child who is unable to adjust to the socially acceptable norms for behaviour and consequently disrupts learning efforts of his classmates, his own academic progress, and interpersonal relations is considered as behavioural problem children.

Behavioural problem children are found in every educational program and influence it to some degree; and obviously, when there are children with problems, there will be potential problems for the others with whom they come in contact (Woody, 1969, p-3). In school, if there is behavioural problem children then it automatically affects the behaviour of other children too. In fact, there are ample evidences that behavioural problem children creates such an unpleasant situations to

their teachers that their presence or rather their behaviour, with which the teachers cannot adequately cope. Consequently, they leave the teaching field. In general, behavioural problems of students in school are much emphasised agenda for research in education. So, the social climate available in the home and in the school where most of the time of the child during childhood i.e. 6-12 years of age or the formative period of life is spent is, however, the most important factors in the creation of behaviour problems.

From the literature review, it has also been observed that the behavioural problems occur in early childhood stage that has been considered as one of the strongest predictors of later period's problems including psychological difficulties involvement in crimes and anti-social behaviours. Children who exhibit high levels of externalising behaviour problems early in their lives are at the high risk for intensifying to lying, bullying, and fighting in middle childhood stage and more serious behaviours such as cruelty to animals, vandalism and aggressive criminal behaviour in adolescents. On the other hand, children at the early childhood period with conduct disorders are prone to have higher rates of juvenile delinquency, substance use and mental health problems in the later period. So, to prevent the development of antisocial behaviour among the children, it is the most essential to focus on the primary school years.

Behavioural problem children constitute, therefore, a major concern to all educators as well as parents. If the educators or parents unable to meet the challenges set forth by these behaviour problem children, then a steady sapping of human or institutional resources cannot be expected properly. As problem behaviours are learned behaviours, it is evident that environment needs modification while dealing with a child with behavioural problems. The nature of the behavioural problems should be known to

parents, teachers, and caregivers because there are some behaviours among children which are dangerous to self or to others like head banging, biting itself, pushing others, biting others, spitting on others etc. many a time children show behaviours which are inappropriate for the age like thumb sucking and bed wetting which should be identified earlier in children because these are isolated children making an impact on the social and emotional development of children. The behaviour problems should also be identified because most of the time it interferes with learning which results in poor academic performance and causes undesirable stress to parents, teachers, and caregivers. Among children, some behaviours are anti-social in nature which are socially deviant like stealing, lying etc. which can further lead to conduct disorder such as delinquent among children. Moreover, Children under 16 years of age constitute over 40% of India's population and estimating the prevalence of behavioural problems in children. In planning and providing appropriate mental health services to this upset population, early identification is most essential. Though there were many attempts taken by the psychologist to know and to understand the severity of behavioural problems of primary school children, still the problem is not understood completely. The survey of related literature also revealed that a number of studies have been conducted to identify the prevalence rate of behavioural problem children and its associated causes in India and Abroad. However, to the best knowledge of the investigator, no in-depth study has been made in this regard in Assam. Not only in Assam in North east of India. It may also be useful to mention here that though the government of Assam has given lots more in-service training to their teachers but still they are not thinking or realise or aware of provide training or knowledge to their teachers about the behavioural problem children. Even the majority of the schools are

also unaware of the need of the knowledge of behaviour problem children. Due to the lack of proper knowledge of the subject, they have the concept that behaviour problem children means abnormal behaviour children. Hence the Researcher felt the urgent needs of identifying and studying the Behavioural Problems of Primary School Children and their associated environmental causes so that fruitful or remedial measures can offer to modify them as early as possible.

1:10:STATEMENT OF THE PROBLEM:

The research problem undertaken for the present study has been entitled as “**A study on the behavioural problems of primary school children and its influence on their academic achievement.**”The study undertaken has made an endeavour to identify the behavioural problem children, their underlying environmental factors and its influence on their academic achievement of primary school children belonging to the age group of 6-12 years of age i.e. lower primary section.

1:11: OPERATIONAL DEFINITIONS:

Behavioural problems:

A behaviour problem is a deviant behaviour of a child which does not conform to the expectations of the society and is considered detrimental to the welfare of self, family, and society (kale, 2013). Behavioural problems can be defined in terms of disordered or maladjusted personality. In the present study, behavioural problems refers to those problems which are related only to the mal-adaptive behaviour of primary school children.

Primary School:

It is the formal stage of education which includes the children of age group of 6-14 years from class I-VIII. In the present study primary schools refers to those children studying in classes I to V (lower primary) in a formal institution.

Academic achievement:

Generally Academic achievement refers to a specific level of attainment or proficiency in academic work as evaluated by teachers. But in the present study academic achievement is taken to mean the aggregate marks of annual evaluation or Continuous comprehensive evaluation considered as an Academic achievement of the primary school children.

1:12:OBJECTIVES OF THE STUDY:

Keeping in mind the rational and resume of the studies conducted by the previous researchers, the following objectives have been formulated for the present study –

1. To identify the common behavioural problems of the primary school children.
2. To find out the behavioural problems in relation to the variables –
 - a) Age
 - b) Gender
 - c) Number of children in the family
 - d) Birth order of the child among the siblings
3. To find out the behavioural problems in relation to the variables –

- a) Type of family
 - b) Nature of family
 - c) Size of family
 - d) Educational qualification of the parents
 - e) Occupation of the parents
 - f) Monthly income of the parents
4. To study the behavioural problems of primary school children in relation to some selected parenting styles.
 5. To find out the influence of some selected school factors leading to the behavioural problems of the primary school children.
 6. To study the academic performance of the children with the existence of behavioural problems.
 7. To study the relationship between academic achievement and common behavioural problems of primary school children.

1:13: RESEARCH QUESTIONS:

The study was based on the following research questions. The basic research question has formulated in the light of the study as

- Whether there is any relationship between behavioural problems of primary school children and their academic achievement?

Since objective number 1 is exploratory in nature and aims at identifying the common behavioural problems of primary school children, hypothesis was not required. The following research question was formulated -

- What are the common behavioural problems prevalent among the primary school children?

For the rest of objectives hypothesis have been framed adequately.

1:14:HYPOTHESES OF THE STUDY:

For conducting the study, objectives mentioned above the following hypotheses were framed.

H₀₁ There is no significant difference in behavioural problems among the primary school children on the basis of their demographic variables

- a) Age
- b) Gender
- c) Number of children in the family
- d) Birth order of the child among the siblings

H₀₂ There is no significant difference in behavioural problems among the primary school children on the basis of their family related variables

- a) Type of family
- b) Nature of family
- c) Size of family

d) Educational qualification of the parents

e) Occupation of the parents

f) Monthly income of the parents

Ho₃ There is no significant difference in behavioural problems of primary school children in relation to different parenting styles.

Ho₄ There is no significant difference in behavioural problems of the primary school children in relation to school related factors.

Ho₅ There is no significant difference in academic performance of children with relation to the existence of behavioural problems.

Ho₆ There is no significant relationship between Academic performance and common behavioural problems of primary school children.

1:15:DELIMITATIONS OF THE STUDY:

1. The present study has been confined to the primary schools located in kamrup district (both Metro and Rural) of Assam only.
2. The present study is confined to the primary schools managed by both government and private in kamrup District of Assam only.
3. The present study has taken into consideration to the lower primary (class I to V) school children (both boys and girls) of Kamrup District only.

4. Primary school children in the age group of 6-12 years are taken up for the present study.
5. The study is limited to sample strength of 300 children, 100 teachers and 300 parents from the selected institutions.
6. The sample strength of the present study is confined to only 20 schools of kamrup District (both metro and rural).