

REVIEW OF THE RELATED LITERATURE

The review of related literature is a summary of the writings, documents of previous scholars, researchers, committees, commissions, authors etc. The term Review of the related literature states that the literature which is related to the study or interested area viewing, again and again, to reach a conclusion. It helps the researcher to show the path to study in an effective or systematic way. Since effective research is based on past knowledge, the review of related literature helps to eliminate the duplication of what has been done earlier and to acquaint oneself with the current knowledge in the fields or area in which he or she is going to conduct the research. It also helps to gain relevant previous knowledge along with the suggestions for significant investigation. The review of related literature serves a variety of background functions, preparatory to the actual collection of data. It helps the researchers to collect information from the past for the new study to be conducted with the new subject and newly gathered data. Therefore, the primary function of the review in the research study is to provide relevant and useful information in the research data. Besides these, it also serves the following specific purposes.

- a. The review of related literature is essential to define the limits of the field of the researcher. It helps the researcher to delimit and defined his problem. The knowledge of related literature is very helpful to bring the researcher up to date on the work which others have done and thus to state the objectives of his study clearly and concisely.
- b. Reviewing the related literature is to avoid unfruitful and useless problem areas. By reviewing the related literature, the researcher can select those areas in which

positive findings are very likely to emerge and his journey would be likely to add to the knowledge in a meaningful way.

- c. When the stability and validity of the findings of the study have been clearly established earlier, then it is no use to replicate the study. So the review of related literature helps the researcher to avoid unintentional duplication of well-established findings.
- d. The reviews give the researcher an understanding of the research methodology which refers to the way; the study is to be conducted. It helps the researcher to know about the tools and instruments which prove to be useful and promising in the previous study. The advantage of the related literature is also to provide inside into the statistical method through which validity of results is to be established.
- e. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further studies.

Review of related literature helps the researcher to conversant himself with the current knowledge in the field or area in which he is going to conduct his research. It gives proper direction to the researcher to proceed systematically to the real picture of the problem to be solved.

Considering these crucial aspects, the investigator has also reviewing different journals, periodicals, books, reading materials of earlier studies related to the subject which is briefly discussed below.

2:01: STUDIES CONDUCTED ON ABROAD:

Fogelman, K (1978) had conducted a study entitled “**school attendance, attainment and behaviour**” The main objective of the study was to study the relation between the behaviour of the children with their school attendance and attainment. The investigator had revealed that the attainment and behaviours of the children were closely related to school attendance. The study revealed that in comparison to the children with low attendance in school, the children those had high attendance obtained an average higher scores on tests of reading comprehension and mathematics and were less often indicated by their teachers as showing deviant behaviour. There was very sizeable evidence on attendance and truancy levels and their relationship with personal, social and school variables.

Hartley, D. (1979) had conducted a study entitled “**Sex differences in class room behaviour of infant, the views of teachers and pupils**”. Main objectives of the study were –i)To study the sex differences in class room behaviour of infants and ii) to find out the views of teachers and pupils about the behaviour of infants in the class room. Main Findings were – i) the behaviours of the boys were less appropriate than that of girls. ii) There were significant positive co-relations between the teacher’s and pupil’s views in the majority of classes. iii) The result for both schools (two urban infants) reveals a number of similarities. iii) The boys have more inappropriate behaviours than girls.

Cogill, S,R. Caplan, H,L. Alexandre. (1986) had conducted a study on “**Impact of maternal postnatal depression on cognitive development of young children**”. The main objective of the study was to find out the impact of maternal postnatal depression

on cognitive development of young children. The findings of the study were- i) significant intellectual deficit were found in the children whose mother had suffered from depression. ii) Usually, depression occurred in the first year of the child's life. iii) Marital conflict and a history of paternal psychiatric problems were significantly linked with lower cognitive test scores of the children.

King, J. Neville, Ollendick and Thomas. (1989) had conducted a study on “**Children's anxiety and phobic disorders in school settings: Classifications, assessment and intervention**” The main objectives of the study were i) to study the anxiety and phobic disorders of children in school and ii) to find out the different types of anxiety and fear in children. The study revealed that i) the age related decline in children's fear was affirmed in more than 300 children. ii) It was also found that girls had more anxiety and phobic disorders than boys. iii) Fear and anxiety disorders were considered as barriers to academic and social development. iv) Fear and phobic disorder in school may cause personal discomfort to the child.

Jaana, Juvonen and Bear, George. (1992) had conducted a study on “**Social adjustment of children with and without learning disabilities in integrated class room**” The main objectives of the study were i) to study the learning abilities of disordered children and ii) to study the relationship of learning disabled children with their peers. The major findings of the study were i) The children with learning disabilities exhibit significant behaviour problems or social skill deficits and ii) they were often poorly accepted by their peers.

Jong, F and De, Peter (1993) did their research entitled “**The relationship between students' behaviour at home and attention and achievement in elementary school**”.

The main objective of the study was to study the relationship between students' behaviour at home and attention and achievement in elementary school. The result showed that home problem behaviour and achievement in school are closely associated with the attention of the children. The absence of problem behaviour at home had a substantial positive relationship with attention, having moderate effects on arithmetic achievement and reading comprehension.

Roberts, Ian St James, Singh, Gurmeet. Lynn, Richard, and Jackson, Shirley. (1994) have conducted a study on “**Assessing emotional and behavioural problem in reception class school children: Factor, Structure Convergence and prevalence using the PBCL**” (Pre-School behaviour checklist of McGuire and Rechman 1988). Major objectives of the study were- 1) to identify the nature and prevalence of emotional behavioural problems in young children. 2) To find out the academic achievement of behavioural problem children. They have reported their findings as – Substantial progress has been made in identifying the nature and prevalence of emotional and behavioural problems in young children. There exist poor development among the children due to the presence of behavioural problems. There is a positive relationship between emotional and behavioural problems and inadequate functioning in school relationship with negative self-image and with poor academic performance. The common finding is that in comparison to girls, boys have more emotional and behavioural problems, particularly in an externalizing nature.

Maguin, Eugene and Loeber, Raguin. (1996) did a study entitled “**Academic performance and delinquency**” aimed to study the academic performance of delinquent children. The study revealed that i) children with lower academic performance offended more frequently, committed more serious and violent offences

and persisted in their offending. ii) Academic performances of male delinquent children were poor than the academic performance of female delinquent children.

Masten and Coatsworth (1998) in their scholarly article “**The development of aggressive behaviour in children and young people**” mentioned that aggression that starts in the early years of life developed delinquent and criminal behaviour in the later life. So, early intervention reduces the risk of the prevalence of such behaviour problems. Peers also influence each other to engage in anti-social behaviour. On the other hand, if aggressive behaviour children not associated with peers, feels lonely and rejected and developed more aggressive behaviour. Parental stress and family dysfunction such as poverty, unemployment, maternal depression, single parenthood, divorce, alcohol and substance abuse etc. all positively related to the children’s aggressive behaviour. They had also mentioned that different negative and harsh parenting style or behaviour at the early stage of the children leads behaviour problems in the later age.

Graham, Linda J.(2006) had presented a paper on the title “**The role of schooling in the construction of behaviour disorder and production of disorderly objects**”. The investigator had presented this scholarly article at the Australian association for research in Education 2006, Annual conference, November 2006, in the University of South Australia, Adelaide. This paper reviewed a sample of the literature surrounding ADHD. The study revealed that i) too much indulgence of television and video games, food additives, bad parenting, lack of discipline and single mothers etc. were prominently the potential contributors to the development of ADHD among children. ii) It was also mentioned that socio-economic status of the family, maternal level of education, abuse, depression and pre and post-natal trauma were also responsible for the development of

behavioural problems among children. iii) Lowering of school entry ages, increased emphasis on academic learning and seat work pressure for children to learn, to read earlier and better, overcrowding of curriculum, the shortening of children's recess or lunch time were also responsible for ADHD problem.

Miles, Sarah B and Stipek, Deborah. (2006) of Stanford university had conducted a study on “**Contemporaneous and longitudinal association between social behaviour and literacy achievement in a sample of low-income elementary school children**”.

The study investigated the association between social skills (aggression and pro social behaviour) and literacy achievement in a sample of low-income children. The study revealed that i) There is a significant relation between social skills and literacy achievement in 1st, 3rd and 5th grades, but the patterns of the associations were different for aggression pro social behaviour. ii) The association between pro social and literacy achievement decreased over the elementary grades, on the other hand the strength of the association between aggression and literacy achievement increased. iii) In comparison to other children aggressive children were spent less time on task, as observed by the teachers, iv) Aggressive children also develop negative relationship with teachers and peers or negative feelings about school and showed less effort on academic work.

Estell,B.David.(2007)had conducted a study on “ **Aggression, social status and affiliation in kindergarten children: A preliminary study**” The main objective of the study was to examine the aggressive behaviour patterns in kindergarten children in relation to other individual characteristics, peer affiliations and classroom social positions. The major findings of the study were i) due to their antisocial behaviours, aggressive children hold the negative social position among peers. ii) Development of anti-social behaviour patterns in elementary school stage is closely related to the peer

affiliations, high social positions and low social positions of the child. iii) Rejection by pro social peers in childhood increases the risk for affiliations with deviant peers in early adolescents is the results of aggressive and disruptive behaviour pattern among children.

Saudino, J, Kimberly and Plomin,R. (2007) had conducted a study on “**why are Hyperactivity and academic achievement related?**” The main objective of the study was to find the relation between Hyperactivity and academic achievement of the children. The study revealed that i) most of the children with the attention deficit hyperactive disorder (ADHD) are characteristically academic underachievers. ii) It was estimated that anywhere from 80% to 90% of children with ADHD have significant learning problems. iii) Children who display more hyperactive and inattentive behaviour problems tend to perform more poorly in mathematics, reading, language and global measures of academic achievement.

Benner, Gregory J. Allor, j and Mooney, Paul (2008) had conducted a study on “**An investigation of the academic processing speed of students with emotional and behavioural disorders served in public school settings**”. The main objectives of the study were i) to investigate the percentage of class xii students with emotional and behaviour disorder (EBD) in public school settings with academic processing speed deficits. ii) To study the differences in academic skills, IQ, social adjustment and language skills of students with and without processing speed deficit. The major findings of the study were i) majority of the sample (57%) of students with EBD exhibited deficit academic speed process. ii) The overall academic fluency standard score was more than three-fourth of a standard deviation below the mean for the normal group. ii) There is a significant differences between students with and without

processing speed deficit across I.Q, language, academic achievement, and social adjustment measure.

Division of policy and practice of UNICEF (Moldova 2008) in their working paper **“The impact of parental deprivation on the development of left behind by Moldavians migrants”** wanted i) to examine the situation of children with one or both parents working abroad. ii) To study the impact of children’s separation from their parents on their social and emotional development. iii) To identify the concern and worries of children living without one or both parents. The study revealed that i) the vast majority of men from the community, worked in Russia but the majority of women were worked in Italy. ii) It was found that 21.4% children had been living without their mother’s care and 12% were living without their father’s care for last three years. iii) It was also found that separation from their parents affects the internal lives of the children to a great extent. iv) Caregivers such as grandparents, uncle, and aunt also played a predominant role in the absence of parents in the development of behaviour problems among children. v) Children left behind by migrants parents had to suffer from lack of emotional support and unable to overcome the separation of their respective parents. vi) These children usually cut off their relationship with their peers. They liked to stay aloof and alone. vii) But there was no any clear evidence in the area of health, nutrition, and education. viii) Parental deprivation contributes to worsening of these children’s status. ix) The study also revealed that there were significant gaps between children’s expectation and views of the adults on these issues.

Langley, Dene (2008) had conducted a research study leading to the degree of Master in Educational Leadership from the University of Waikato on the title **“Student challenging behaviour and its impact on class room culture”**. The investigator

wanted to study the relationship between undesirable behaviours of students and the class room learning culture of the school. The study revealed that i) the home environment had a major impact on the learning potential of students at the school. ii) Behaviourally challenged students placed considerable stress on their own wellbeing. iii) Behaviourally challenged students have wasted the teachers and the other students' valuable teaching learning time. iv) It was also revealed that unstable home environments such as physical abuse, no breakfast, lack of food and sleep were the main reason for the class room misbehaviours by them. v) It was found that constant disruption within the class room by disordered behaviour students made it hard to concentrate and stops the other students from learning.

Miranda, Ana. Soriano, Naniel. Fernandez, Inmaculada and Melia, Amanda. (2008) did a study entitled “ **Emotional and behavioural problems in children with attention deficit hyperactivity disorder: impact of age and learning disabilities**”. The main objectives of the study were to study the emotional and behavioural problems in children with attention deficit hyperactivity disorder and to find out its impact of age and learning disabilities. The study revealed that i) there is a significant relation between attention deficit hyperactivity disorder and low academic performance, which usually worsens as the behavioural manifestations of the disorder become more severe.

Stepek, Debarath and Miles, Sarah (2008) had conducted a study on “**Effects of aggression on achievement; Does conflict with the teacher make it worse?**” The main objective of the study was to study the effects of aggression on the academic achievement of children. The major findings of the study were i) children who have the relatively high amount of conflict with the teacher generally develop the negative feeling about the teacher and school and as a result lack motivation in academic work

assigns by the teacher. ii) Teachers also report that a negative relationship was developed with the children at the time of discipline. iii) Frequent experience of being disciplined may contribute to the children's negative feelings as well as take time away from academic work.

Carneiro, Pedro and Ginja, Rita (2009) had conducted a study on “**Preventing behavioural problems in childhood and adolescence**”. The main objective of the study was to study the impact of Head start (a preschool programme for poor children i.e. children from low income family) on the behavioural problem children. The major findings of the study were i) participation in head start reduces the incidence of behavioural problems, depression, criminal behaviour, and obesity of children at ages 12 -13 years and 16 – 17 years. ii) Variations in family size, family structures also affect the behaviours of the children.

Akpan, MU. Ojinnaka, NC. and Ekanem EE. (2010) had conducted a research study on “**Academic performance of school children with behavioural disorders in Uyo, Nigeria**”. They had attempted to compare the academic performance of primary school children with behavioural disorders. The study revealed that i) pupils with antisocial behavior underachieved more than others. ii) School absence rate had no significant influence on their performance. iii) Behavioural disorders were associated with poor academic performance in school children in UYO. iv) While 26.5% and 12.9% pupils with behavioral disorders had high and poor academic performance respectively and 38.6 % and 9.1% pupils without such disorders had high and poor performances respectively.

C, Tara. Partin, Moore and Oliver, M (2010) had conducted a study on “ **Using teachers' praise and opportunities to respond and promote appropriate student**

behaviour”. The main objective of the study was to find the relationship between teachers’ praise, opportunities and students’ appropriate behaviour. They had mentioned in their study that i) to increase students’ appropriate behaviours and to decrease their inappropriate behaviour, teachers’ praise was found most important. ii) The use of teachers’ praise reinforced students’ appropriate behaviours and increased the rate of opportunities for students to correctly respond to academic demands. iii) To increase the application of these tactics in the class rooms, teachers’ self-evaluation of their teaching behaviours were necessary.

Kafle, PP, Vaidya,L and Panta, PP (2010) had conducted a study on “**Common behavior problems among primary school children in slum dwelling area of Kathmandu valley**”. The main objectives of the study were i) to study the common behavioural problems in relation to psychological aspects like behavior, dental hygiene, eating habits and physical activity at primary school age and ii) to find out morbidity in habit disorders in the age group of 6-10 years. The study revealed that i) different types of common behavior problems such as nail biting (12.1%), thumb sucking (7.7%), bed wetting (6.0%), food fad (1.5%),temper tantrum (3.2%) etc. were found among primary school children of 6-10 years of age. ii gender wise there was no any statistical difference in habit disorders. iii) multiple factors of psycho- social environment i.e. parenting style which is consistent or contradictory, family or marital problems, child abuse or neglect, overindulgence, injury or chronic illness, separation or bereavement etc. were found responsible the morbidity in habit disorders. iv) significant association had been found between learning disabilities and behavior problems.

Rice, Elisabeth H and Cherng (2010) had conducted a study on “**Examining gender and the academic achievement of students with emotional disturbances**”. The main

objective of the study was to examine the relation between the gender and the academic achievement of students with emotional disturbance. The study revealed that students with emotional disturbances have the significant academic failure. It was also found that after identification and school intervention, students with emotional disturbances showed poor academic achievement and high rates of drop out and school failure with 80%-90%. They have secured very low scores below on tests of reading and math achievement.

Munn, Mc,A.Kelly,Y. Cablen,N. Bartley,M(2011) have conducted a study on **“Maternal employment and child socio-emotional behaviour in the U.K.: longitudinal evidence from the U.K. Millennium cohort study.”** The main objective of the study was to study the working mothers and their effects on children. The main findings were: for children living with two parents, the impact of working life of the mother partly depends on the father’s own working arrangements. It has been observed that the relationship between behavioural difficulties and employment of the mother was stronger for girls than for boys. Mothers who work are more likely to have higher educational qualifications, in a higher income household and have a lower likelihood of being depressed than mothers who are not in paid work. In comparison to girls, the higher levels of behavioural difficulties were found for boys of non-working mothers.

Anderson, S.R (2012) did his research study on **“ Psycho educational process as strategies for students presenting with emotional and behavioural disorders”**. The main objectives of the study were i) to know how the teacher could use behavior modification and computer aided instructions to help students to adjust to behavioural problems in the class room and ii) to know how the experience of teachers could inform future interventions for reducing behavioural (aggression, conflicts) in the education

system. The study highlighted that i) on the basis of the experience of the teachers' children who misbehave in the most unusual ways are labeled as problem children and to bring them in line they are bound to give them corporal punishment. ii) They are rejected by their peers and others with whom they come in contact because they are uncontrollable, unpredictable and erratic in nature. iii) Due to their poor neuromuscular coordination their ability to learn also very poor and low. But iv) the students were able to use cellular phones and video cameras to take photographs and record several activities. v) Using computer aided instructions were more motivating to them.

Gutman, Leslie and Vorhaus, Jhon (2012) on their research report “ **The impact of pupil behaviour and wellbeing on educational outcomes**” aimed i) to examine the relationship between children's emotional, behavioural, social and school wellbeing and their respective school achievement and school attainment. ii) To investigate the relationship between children's emotional, behavioural, social and school wellbeing and their later academic achievement and school engagement. The major findings of the study were i) due to the attention problems of the children, they have been shown consistently lower academic achievement at all ages. ii) Problematic behaviours of the children is the determining factor of poorer academic achievement of the children. iii) There is a significant relationship between bullied behaviour problems and lower achievement for both primary and secondary school children. iv) Emotional disorders had been found to be associated with worse educational outcomes.

Murphy, Margaret and Afonagy, Peter. (2012) had conducted a study on “**Mental health problems in children and young people**”. The main objective was to study the mental health problems in children and young people. The major findings were - the most common problems among children and young people were conduct disorders,

attention deficit hyper active disorder (ADHD), emotional disorder (anxiety and depression) and autism spectrum disorders. Mental health problems in children and young people cause distress and can have wide ranging effects, including impacts on educational attainment and social relationships as well as affecting life chances and physical health. There is a close association between parental mental illness and increased rates of mental health problems in children and young people.

Mian,D Nicholas and Carter (2013) in their scholarly article **“Recognition and assessment of anxiety and depression in early childhood”** highlighted in the recognition and assessment of anxiety and depression in early childhood. The study revealed that i) anxiety and depression disorders were distressing and harm to young children and their families. ii) Diagrammatic interviews, observational systems, child report assessments, psycho physiological tests etc. were found helpful to reduce the problems of anxiety and depression. iii) Lack of awareness among parents lead these problems more severe. iv) When the children were identified with these problems then also rates of parents’ participations in clinical services, including preventive efforts remain low.

Beatson,Bayer.Ruth and K, Jordana (2013) had conducted a study on **“Early intervention and prevention of Anxiety and Depression”**. The main objective of the study was to find out the effects of early intervention and prevention of Anxiety and Depression. The study revealed that i) Intervening and preventing the internalizing problems such as anxiety and depression in the early course of life found cheaper and more effective than later treatment. ii) it also found that due to different inherited and environmental factors, the internalizing problems such as Anxiety and Depression occurs in the young children. iii) Temperamental inhibition also the prime factor in the

development of internalizing problems in young children. iv) Parents own internalizing problems, harsh and/ or overprotective parenting behaviours were also lead to the development of anxiety and depression in young children.

Hudson, Jennifer L (2013) had conducted a study on “**Parent-child relationships in early childhood and development of anxiety and depression**”. The main objective of the study was to study the impact of parent-child relationships on the development of anxiety and depression in early childhood. The study revealed that i) different types of parenting style or behaviours play a vital role in the development of anxiety and depression in young children. ii) Overprotective, over- involved parenting behaviours reduced the chances for the child to approach new and fearful situations. iii) Critical parenting also the cause for the development of anxiety and depression in early childhood. iv) Parents who criticized and minimized the child’s feelings had instigated in the development of anxiety and depression disorders in young children. v) Insecure parent-child attachment leads to the development of anxiety and depression disorders among young children.

Rapee, Ronald M (2013) had conducted a study on “**Anxiety and depression-synthesis**”. The main objectives of the study were i) to study about the anxiety and depression among children. ii) To find out the causes of the development of internalizing (anxiety, depression) problems in childhood. The study highlighted that i) both genes and environment play a vital role in developing internalizing problems in childhood. ii) Overprotective, over critical or use harsh disciplinary action behaviour of the parents are mainly responsible for developing internalizing behavioural problems in childhood. iii) Anxiety disorder among the children can develop due to over conscious and anxious behaviour of the parents. iv) Poor attachment of parents was also the risk

factor for the development of anxiety and depression. v) Unresponsive and insensitive care giving environment, an insecure attachment can also play an important role in the development of internalizing problem such as anxiety, depression among children.

Crowley,Jacklyn (2014) in his scholarly article “**The association of symptoms of Anxiety in children ages 6-12 years and the exposer to violence in the media**” mentioned about i) the effect of violence in media in the development of anxiety among children. ii) The association between symptoms of anxiety and violence in the in children ages 6-12 years. He had revealed that there was an association between different symptoms of anxiety and violence in media. It was found in his writings that i) violence seen in graphic pictures and reporting of horrific stories by local news lead to the development of anxiety in children. ii) Some horrified or terrible terrorist attacks displayed in news channels caused diminished appetite, withdrawal from their surroundings and rebellious behavior. iii) The fictional violence that was viewed by children in different cartoon networks channel lead children to justify violence as a means of self-defense.

Adhikary, R.P. Upadhyaya, N. Gurung, D. Kohrt. Jordans and all (2015) hadconducted a study on “**Perceived behavioural problems of school aged children in rural Nepal: a qualitative study**”. The main objectives of the study were i) to identify the common behavioural problems of school aged children. ii) To study the contribution of parents’, family members’ and teachers’ in the development of child behavioural problems and iii) to find out the strategies and recommendations to deal with these problems. The major findings of the study were i) addictive behavior, not paying attention to studies, fighting back, getting angry over small issues and stealing were the most commonly identified behavioural related problems of children. ii)

Family, school and community environments of the children were mainly responsible for the increase and decrease of these problems. iii) Children with supportive family environments along with parents and family members were thought to exhibit fewer behavior related problems than children with unsupportive parents, members' and difficult family circumstances. iv) Teachers and parents had facing lots of problems and difficulties in managing the behavioural problem children. v) The strategies reported by parents and teachers to manage children behavioural problems were talking, listening, consoling, advising and physical punishment (used as a last resort).

2:02: STUDIES UNDERTAKEN AT NATION

Sidana, U.R. (1971) had conducted a research study leading to Ph.D. degree in Psychology from Allahabad university on the study” **A developmental study of fears in children.** The study aimed at finding out the influence of age, sex, intelligence, the socio-economic status of the family and certain child rearing practices of parents on the development of fear in children. The major findings of the study were i) there existed significant difference between the fear of a six year old child and that of an eight years old child ii) on the selected sample, girls had significantly more fear than boys iii) In comparison to the higher and middle socio-economic status group, the children of the lower socio-economic group had higher total mean fear score (iv) The fears of the older group were more affected by the parental acceptance and rejection than the fear of the younger group.

Mathew, M.(1974) had conducted a research study entitled “**A comparative study of inferiority feelings in pupils with body defects and without body defect**” in the Trivandrum District of Kerala. The study leading to the Ph.D. degree from Kerala University. The main aim of the investigation was to find out whether pupils with body

defects differed from those without defects with regard to inferiority feelings. The major findings of the study were i) as compared to the pupils with body defects, the normal pupils were found to be low in inferiority feelings. ii) In comparison to the boys, girls were found to feel more inferior in both the groups. iii) In the lower professional level of parents, the mean score of inferiority feelings were found very high.

Shah,C,K. (1976) had conducted his research study entitled “ **A study of personality development of Children as a function of parental authoritarianism**” from the Maharaja Sayajirao University of Baroda. The investigator was aimed at studying the parental authoritarianism in relation to the personality of children. Another important objective of the study was to compare boys and girls of high as well as low authoritarian parents in respect of a number of personality characteristics. The Major findings of the study were i) the main effect of mother’s authoritarianism was significant in the case of the first fifteen factors of 16 P.F. test. ii) The children from the low authoritarian group of parents found to be more interested in people, more sociable and warm hearted. iii) But the children from the higher authoritarian group of parents found to be antisocial, harsh and selfish.

Singh,M.(1976) had conducted a research study leading to Ph.D. degree from Indore university in Sociology on the title“**A Sociological study of problem children in Indore City**” The major objectives of the study were i) to study the prevalence rate of problem children in the Indore city ii) to study the social status of the family of the problem children iii) to study the co-relation between social factor and problem children. The main findings of the study were i) in the single traditional families, the incidence of the problems were high. ii) It was found that stealing, abusing, stammering, obstinacy, lack of interest in studies and backwardness in class were the main problems

among the first born child. iii) Among the age group 6-10 years habit disorders psychosomatic disorder and educational problems were the common problems. iv) Some common social factors viz. physical and mental health of the parents, their attitude, their habits, home atmosphere etc were found to be the cause of the behavioural problems v) Resentment for the place and persons such as home or school, were found to be the most frequent reason for running away.

Barlinge, M.K. (1977) had conducted a research study on “**A study of influence of mother’s personality on child’s personality.**” leading to the Ph.D. degree from Nagpur University in Psychology. The main objective of the investigation was to study the relation between certain personality characteristics of the mother and their respective children. The study revealed that – i) in comparison to the children of emotional imbalance mother, children of emotionally balanced mothers tended to be less hostile. ii) Children of duly involved mothers’ children were found less hostile than those of unduly involved mothers. iii) In comparison to the children of least prudent, children of prudent mothers were negativistic and less hostile to parents. iv) Children with tense, negativistic and hostile towards parents belonged to anxiously possessive mothers. V) Mothers of children weight high undesirable reaction tendencies tended to be uncontrolled, neglectful, reject ant, dependence and encouraging and strict. vi) If the mothers had an unhealthy personality and if they followed undesirable child rearing practices then their children found negativism and hostile towards their parents. It was concluded that vii) actual child rearing practices of the mothers were important than the personality traits possessed by the children.

Kalra.(1979) did his research study on “**Patterns of psychological problems of children of 5-13 years - Their etiology and symptomology**” from Agra University for

the fulfilment of the Ph.D. degree in Psychology. The research was undertaken to study the behaviour problems of children with a view to understanding the behaviour disorder and their social background. The major findings of the study were i) habit disorder, speech defects, personality problems, sleep defects and psychosomatic problems were the result of faulty rearing practice of the children of 5-13 years of age. ii) The problems of personality, habit and anxiety state and to a lesser extent, scholastic backwardness, psychosomatic problems and speech defects were developed due to the emotional deprivation of the parents. iii) Socio-economic deficiencies of the parents were mainly responsible for the problems of habit and sleep rather than other behavioural problems. iv) Aggressiveness, rigidity, timidly and sensitiveness were commonly associated problems. v) It was also found that children's behavioural problems appeared in clusters. v) It was revealed that over protection could lead to exercises and delayed speech development among the children.

Shyamsunder.(1979) had conducted a study on “ **A study of problems and personality profiles of truants in various types of schools in Delhi with a view to suggesting measures to check them**” for the degree of Ph.D. in Education from Delhi University. The investigator wanted i) to find the problems and torturous situations which instigate the truant to escape. ii) To find out the causes of truancy. The study concluded that i) Majority of the truants were found in government schools. ii) Truants were not interested and involved in schools and its programs. iii) They were very poor in studies. iv) Wearisome home activity, harassment for tuition, strict school discipline, physical environment, poor performance, punitive measures, a monotonous timetable, absence of recreational activities etc. were the main causes of truancy. v) They generally belonged to lower income group of family and their parents were in minor

jobs and mostly ill-educated.vi) The majority of the truants were from the large and unsystematic family where parents were unable to provide appropriate guidance and supervision.

Bharathi, V.V(1980) had conducted a research study leading to the Ph.D. degree from Sri Venkateswara University on “**Anxiety in Elementary School Children: a study of some selected Antecedent and consequent behavioural correlates.**” The main purpose of the study was to assess, qualitatively and quantitatively, the main and interactional effects of some selected demographic and social class variables, parental attitudes, intra familial dynamics, and structure, on anxiety levels measured by a standard instrument. The demographic variables included age, sex, and social class. The intra-family variables included family structure, tension balance between parents and parental attitudes. The consequent behavioural correlates included fears and dreams, speech and language functions. The important findings of the study were i) the combined influence of both demographic variables and social class were mainly responsible for the development of anxiety. ii) The type of family structure and tension balance between parents were found to be crucial. iii) Anxiety in children was mainly associated with some parental attitudes. (IV) The children in high anxiety affected the speech functions. (V) The quality of language expression in children also affected by high anxiety.

Kafiluddin, S. (1980.) had conducted his research study entitled “**A study of parental discipline family structure and ordinal position as Antecedent factors in the genesis of Aggression**” from Bhagalpur University for the degree of Ph.D. in Psychology. The investigator aimed to examine the antecedent factors which were supposed to be responsible for the development of aggression. The study revealed that i) the children

reared in a nuclear family & being the only child or first born would be more aggressive. ii) On the other hand, the children who has been disciplined by indirect methods such as love, withdrawal & induction and reared in a joint family & being the middle or last born were found less aggressive. iii) The children of the power-assertive family were found more aggressive in nature.

Yadav, R.K, (1980) had conducted a research study on “**Emotional Factors in Problem Children in the age group of Seven to Twelve years**” submitted to Agra University for the Ph.D. degree in Psychology. The investigator attempted i) to assess the actual conditions in which the problem children lived and behaved. ii) To know some important factors responsible for the behaviour disorders among the children. The study revealed that i) among the children of the age group of seven to twelve years of age the problem behaviours were more frequent when little carelessness caused the problem of adjustment. ii) Family conditions like the separation of Parents, low income, and low education were the main factors responsible for the development of behaviour problems. iii) Among the Business class society, problem children were found highest. iv) In comparison to joint families, nuclear families had the greater number of problem children. v) Due to the busy work schedule, Father had no time to look after the children and therefore the children felt rejected. vi) Harsh treatment by parents and strict discipline led to maladjustment as against pampering. vii) Drinking, smoking and gambling by parents and uncongenial home environment also responsible for the development of problem behaviour among children. viii) A number of children in the family and size of the family had also serious effects on the problem behaviour of the children. ix) Living standard and cast prejudice proved to be a factor in the development of problem behaviour. x) Usually, problem children had the most interest in visit

hostels, cinema houses or stayed at home and read cheap novels than going to school. xi) The choice of the games of problem children was also low and cheap like playing with marbles, gulli, danda. xii) The peer groups also played an important role in developing behaviour problems among the children.

Ramachandran,C (1981) had conducted a research study leading to the Ph.D. degree from IIT(Delhi) on “ **A study of the effect of maternal employment on socio-emotional and educational development of children**”. The main objectives of the study were i) to find out the effect of maternal employment on socio- emotional and educational development of the children and ii) to identify the difference between working and non-working mothers with regard to certain aspects of their behavior in relation to their children. The study revealed that i) children of working mothers did not differ in any way from children of non-working mothers in terms of their social maturity, self- concept, anxiety and academic achievement of their child. ii) There was no any effect on the socio-emotional and educational development of working mothers. iii) Girls of working mothers within the high socio-economic status had a higher level of anxiety problem than the girls of non- working mothers.

Sharma,A (1981) had conducted a study entitled “**Mother child relationship as function of family size and socio economic status among working housewives of Meerut**” for the Ph.D. degree from Agra University. The major objectives of the study were- i) to study the individual as well as the collective impact of the family size and the socio economic status on the eight dimensions of the mother-child relationship among working class housewives’ families. iii) To study the mother-child relations in some selected dimension viz. acceptance, rejection, dominance, submission, encouragement, discouragement, love, hate, democracy-autocracy, trust-distrust,

reward-punishment in working class housewives families. iv) To study the influence of the family size and socio economic status on the each dimension of the mother child relationship. The major finding of the study was that in large size families children received more acceptance, love, encouragement and democratic attitude from their working mothers than the children of middle and small size families.

Sumbali, K (1981) had entitled his study as “**A study of Aggression among children and Adolescents**”. The investigator had conducted the study for the degree of Ph.D. in Education from Jammu University. The main objectives of the study were (I) To identify aggressive and normal students, both boys and girls on the basis of operational definition from the population of students of class VIII (II) To compare the degree of aggression exhibited by aggressive boys and girls and aggressive children and adolescents (III) To compare the relationship between aggressive students and normal students with regard to some selected variables. The major findings of the study were i) boys were found more aggressive than girls, ii) In comparison to the adult person, children were more prone to aggressive behavior. iii) Aggressive children were less intelligent than the normal children. iv) Children and adolescents from the lower economic group were more aggressive than the ones from the higher economic group, v) Aggressive children had the poor family relationship. vi) As compared to the normal children, aggressive children had poor relation with their siblings

Das, N. (1982) had conducted a research study on “**Some Behavioural problems of secondary school students of the district of Burdwan and their causes**” for the degree of Ph.D. in Education from Viswa Bharti, West Bengal. The major objectives of the study were i) to identify typical behavioural problems of adolescents studying in schools located in three environmental situations viz.- urban, industrial and rural and ii)

to identify the causes of behavioural problems and iii) to find out the dominant cause of behavioural problems of adolescents in a typical environment viz. urban, industrial and rural. Major findings of the study were i) Dissatisfying home condition, lack of parental understanding and inconsistent behavior of the elder led to behavioural problems ii) frustration in achievement, poor adjustment in School, unfavorable condition in schools such as school programs, social condition, teachers and students were responsible for the development of behavioural problems among the secondary school students. iii) Feeling of insecurity and inferiority, the frustration of recognition expectation were also considered as powerful determinates of behavioural problems.

Lall,R (1984) had conducted a research study leading to the Ph.D. degree in psychology from Bhagalpur university on “**Attitudes, personal problems, and personality factors as correlates of academic achievement**”. The main objectives of the study were i) to find out the relationship among youth problems, parental attitudes, and personality factors. ii) To study their relationship with academic success. The major findings of the study were i) there was a positive and significant relationship between restrictive, protective attitudes of parents and youth problems and anxiety. ii) Girls were more restricted by parents and were more anxious than boys. iii) Boys were more internally oriented and neurotic than girls. iv) Personal problems, sensitivity, anxiety, neuroticism were significantly and negatively related to academic success.

Pal, R. (1984) had conducted a research study leading to Ph.D. in Psychology from Agra University on “**Factor analysis cum factorial study of socio- psychological variables related to scholastic achievement of higher secondary school going pupils.**” The main objectives of the study were i) to find out how far some selected factors responsible for promotion or demotion of scholastic achievement in higher

secondary pupils such as- family relationships, intelligence, self-concept, aspiration, and anxiety. ii) To analyze the factor responsible for high or low scholastic achievement. The major findings of the study were- i) Mothers' avoidance, as well as more concentration, demoted scholastic achievement, on the other hand, parents' acceptance promoted scholastic achievement. ii) In comparison to the high scholastic achiever, low scholastic achiever promoted aspiration as well as anxiety. iii) Boys were more intelligent than that of girls.

Nagar,D,A (1985) had conducted his research study for the degree of Ph.D. in Education from Mohanlal Sukhadia University, Rajasthan on **“Study of the socio psychological problems of personality patterns of the deprived children living in destitute homes of Rajasthan”**. The main objectives of the study were i) to compare socio-psychological problems of tribal and non-tribal deprived children. ii) to find out the socio-psychological problems of deprived children living in destitute homes and compare them with the problems of normal children. iii) To compare the personality patterns of deprived and normal children. iv) To compare the personality patterns of tribal and non-tribal deprived children v) to study the sex differences with respect to socio-psychological problems and personality patterns of deprived children. The study revealed that i) near about 13 percent students was found highly problematic children. ii) The majority of the deprived children i.e. 75 percent were suffering from many problems. iii) Deprived children did not accept group moral standards and they disregarded social rules and regulations. iv) Deprived children were emotionally unstable and showed the lack of adjustment problems. v) They could not handle abstract problems and had the low mental capacity.vi) Deprived girls were more reserved,

critical, aloof and detached than deprived boys. vii) They were emotionally less stable, reserved, stubborn, timid, shy and aggressive.

Ara, N (1986.) did his research study for the degree of Ph.D. in Psychology from Bhagalpur University on **“parents’ personality, child rearing attitudes and their children’s personality, an inter co-relational study’**. The investigation was an inter co-relational study of parents personality, their child rearing attitudes and their offspring’s personality (aggression, authoritarianism, anxiety were considered). The major findings of the study were i) A father’s protective attitude towards boys and mother’s neglecting attitude towards girls mainly responsible for generating aggression in boys and girls respectively. ii) On the other hand, father’s restrictive attitude generated anxiety in sons & daughters and a father’s rejecting attitude generated anxiety only in girls. iii) But mother’s restrictive and neglecting attitudes developed anxiety in daughters only, iv) Restrictive and loving attitudes were found more frequently among anxious parents. v) Aggressive and authoritarian children were found among aggressive and authoritarian parents only. v) The children’s personality was mainly associated with the personality of their respective parents.

Mehrotra, S (1986) had conducted a research study leading to the Ph.D. degree in Education from Kanpur University on **“A study of the relationship between Intelligence, Socio Economic Status Anxiety personality adjustment and academic achievement of High School Students.”** The Investigation was designed to study the relationship between intelligence, socio-economic status of the family, personality adjustment, anxiety and academic achievement of high school students. The study revealed that i) level of anxiety and academic achievements of Boys were differed from Girls of High schools’ students. ii) There was a positive relationship between socio-

economic status of the family of the students and academic achievement in respect of both boys and Girls. iii) There was a positive relationship between the level of adjustment and academic achievement. iv) In comparison to the boys, girls had a comparatively higher level of anxiety.

Sabapathy, T. (1986) had conducted a research study entitled **“A study of the relationship of manifest anxiety, emotional maturity and social maturity of standard X students to their academic achievement”** leading to the degree of Ph.D. in Education from Bangalore University. The main objectives of the study were i) to find out the relationship between the independent variables such as manifest anxiety, emotional maturity, social maturity, socio economic status, sex of the students, the medium of instructions, type of school management and the dependent variables academic achievement of standard X students. ii) To identify the main predictors of academic achievement of standard X students. iii) To construct a tool on emotional maturity to measure the emotional maturity level of standard X students. The major findings of the study were i) in mathematics, general science, social science and in total academic achievement, manifest anxiety was negatively and significantly related. ii) Socio economic status was significantly and positively related to all the areas of academic achievement. iii) Emotional maturity was positively and significantly related to achievement in mathematics, general science, social science and total academic achievement. iv) In comparison to Kannada medium schools, students of English medium schools scored higher in all areas of academic achievements. v) Emotional maturity, socio economic status and social maturity considered as significant predictors of total academic achievement.

Sharma, R.A. (1986) had conducted another research study leading to the Ph.D. degree in Education from Mohanlal Sukhadia University on “**A comparative study of the children of the working and non-working mother (a psychological study)**” The main objectives of the study were i) to study the academic achievement and self-concept of the children of working and non-working mothers. ii) To compare the personality factors, their adjustment, study habits and attitudes of the children towards their parents. The study concluded that i) there was found a significant difference at the adjustment level of children of both the groups. ii) In comparison to the children of non-working mothers, the children of working mothers were found to be better in concentration and confidence. iii) The children of non-working mothers were more excited, anxious, tender-hearted, dependent, more protected and sensitive in comparison to the children of working mothers. iv) The self-concept level of the children of working mothers was found to be more than that of the children of non-working mothers.

Tiwari, SK (1986) had conducted a research study leading to the Ph.D. degree from Lucknow University on the title “**A comparative study of some psychological and non-psychological factors of children of working and non-working mothers**”. The investigator aimed to study the nature of the behaviour of children of working and non-working mothers. The major findings of the study were i) in comparison to the children of non-working mothers, children of working mothers were possessed less intelligent, less excitable, more disciplined, more assertive, more independent and less shyness behaviour. ii) There were no significant differences in academic achievement of children of working and non-working mothers.

Zaidi,Rehana(1986)had conducted a research study leading to D.Phil. in Education from Allahabad University on “**Effect of parental Deprivation & some Socio-psychological factors on the scholastic Achievement of primary school children**”.

The aims of the investigation were i) to find out the differences in the scholastic achievement and socio-psychological factors, personality traits & self-concept among the three groups of children viz. maternally deprived, paternally deprived and non-parentally deprive the ii) to find out the relationship between academic achievement and socio-psychological factors and iii) to find out the contribution of self-concept & measured personality factors in the prediction of achievement. The major findings of the study were i) A significant difference was found between the achievement of parentally deprived and non-parentally deprived students ii) In comparison to non-parentally deprived children, parentally deprived children(both maternally and paternally deprived) were found to be the underachiever. iii) In the Language achievement test, maternally deprived children were poorer than that of paternally deprived children, iv) As compared to the non-parentally deprived group, both parentally deprived groups were emotionally less stable.

Rawat, G.S. (1987) had conducted a research study on “ **A study of absenteeism in Junior high school students in relation to school climate, social development, socio economic status and academic achievement.**” for the degree of Ph.D. in Education from Kumauni University. The main objective of the study was to find out the relationship of absenteeism with social climate (SC) Social Development (SD) Socio Economic Status (SES) and Academic Achievement (AA). The study revealed that i) as compared to the absentees, the regular students perceived SC & its dimensions more

satisfactorily. ii) There were significant differences appeared in absents and regulars in SD, SES, and AA.

Trivedi,V (1987) had conducted a research study leading to the Ph.D. degree in Education from Lucknow University on “**A study of the relationship of parental attitudes, socio-economic background and feeling of security among the intermediate students and their academic achievement**”. The main objective of the study was to study the relationship between parental attitudes, socio-economic status, and feeling of security, insecurity and academic achievement of intermediate students with intelligence held constant. The major findings of the study were i) there was a significant relationship between parental attitudes, socio-economic status and academic achievement. ii) Students with parental acceptance showed better academic achievement than those of lack of parental concentration or avoidance. iii) The parental attitude was significantly related to socio-economic status and feeling of security, insecurity. iv) There was no significant relationship between Academic achievement and feeling of security, insecurity. v) Students belonging to lower socio-economic classes showed poor academic performance than students in upper socio-economic classes group.

Rao, Lakshmi (1988) had conducted a research study leading to the Ph.D. degree in Education from Nagpur University on “**Effect of noise pollution on the behaviour of the school going children**”. The present study tried to find out the effect of noise pollution on some aspects of the behaviour of the school going children such as concentration, adjustment, the academic anxiety of children and on teachers’ work. The study revealed that i) the concentration of the students were affected to a very large extent by noise. ii) Students those were studying in the noisy area showed a

significantly higher degree of academic anxiety, educationally and emotionally unsatisfactory adjustment and marked lower ability to concentrate.

Saxena, Vandana(1988) had conducted her research study on **“A study of the impact of family relationship on adjustment, anxiety, achievement motivation, self-concept and academic achievement of high school students”** for the degree of Ph.D. in Education from Agra University. The main objective of the study was to compare the students having the different family relationship with respect to adjustment, anxiety, achievement motivation, self-concept and academic achievement. The major findings of the study were i) relationship among the members of the family played a vital role in promoting the adjustment of the students. ii) A Significant difference was found in the case of total emotional, social and educational adjustment among the students.

Zaheer, Saida(1988) had conducted a research study entitled **“A study of the relationship between perceived maternal behaviour and personality as well as scholastic achievement of adolescents”** for the degree of Ph.D. in Education from University of Lucknow. The investigator aimed to study the relationship between perceived maternal behaviour, personality and scholastic achievement of adolescents. The findings of the study showed that i) if the adolescents perceived that their maternal behaviours were detached and persisting then they developed emotional instability and neurotic tendency. ii) If the mother was possessive and persistent or even detached towards them then they become introvert in nature and on the other hand rejecting and non- enforcing attitudes of the mother made them extrovert in nature. iii) Most importantly the study found that rejection, enforcement, control and possessiveness attitudes towards the adolescents hindered the academic achievement.

Arunima. (1989) had conducted her research study leading to Ph.D. in Psychology from Punjab University on the title “**Aggression among children: A Socio Psychological appraisal**”. The main objectives of the study were i) to identify the aggressive and non-aggressive children in the age group of 6-8 years. ii) To measure the level of aggression among children. ii) To find out the certain associated cause of aggression. Major findings of the study were- i) If there is aggression prevail in parents then there is no aggression in children. ii) In comparison to non-aggressive children, aggressive children scored lower on intelligence. iii) Most of the aggressive children were come from the families where parents had low education and income and were engaged in blue collar jobs. iv) It was also found that boys were more aggressive than girls v) Parents played an important role in developing the aggressive behaviour among children. vi) Larger size of the family was found to be more responsible in making the children aggressive vii) in comparison to the older parents, the younger parents had more aggressive children

Menon, G.S. (1990) did his study leading to Ph.D. in Education from The Maharaja Sayajirao University of Boroda on “**A study of relationship among certain environmental factors, personality characteristics and school performance of standard I students**”. The investigator aimed to study the relationship between environmental factors, personality characteristics and school performance of class I students. The study revealed that i) educational environment at home directly influenced the developmental characteristics of the children viz. social competence and cognitive development. ii) Child’s adjustment to school also influenced by the education imparted to the child at home. iii) Educational environment at home mainly depends upon the mother’s education.

Ramchandran, R (1990.) had conducted his study leading to M.Phil. in Education from Annamalai University on **“A Study on the relationship between performance and other psychological variables- reasoning anxiety, adjustment”**. The investigator wanted to study i) the relationship between academic performance and reasoning, anxiety, and adjustment. ii) To study the influencing variables of academic performance, reasoning anxiety and adjustment. Major findings of the study were i) in comparison to the uneducated parents, academic performance was better among children of educated parents. ii) There was a positive and significant correlation between academic performance and total reasoning and numerical reasoning, iii) The correlation between academic performance and anxiety was low and negative.

Yeole, C.M (1990) had conducted a research study leading to the Ph.D. in Education from Shivaji University on the titled **“A study of behaviour problems and certain demographic variables of adolescents in relation to their academic achievement”**. The main objectives of the study were i) to study the prevalence of common behaviour problems of adolescents (16-17 years) ii) To identify certain demographic problems in adolescents and iii) to find out the relationship between behaviour problems of adolescents and their academic achievement. The study found that i) jealousy, disobedience, refusing parental supervision, being temperamental, feeling of insecurity, non- participation in extra -curricular activities were found to be most common among the adolescents. ii) Some behavioural problems such as disobedience, clumsiness, loose in tongue were closely related to the academic achievement of the adolescents. iii) Boys were more prone to have behavioural problems than girls.

Namrata. (1992) had conducted a research study on **“The relationship of personality traits situational stress and anxiety factors to student achievement”** for the degree

of Ph.D. in Education from University of Lucknow. The main objective of the investigation was to study the relationship of academic achievement with anxiety, personality characteristics and four different types of stress. The major findings of the study were -i) There was an opposite relationship between academic achievement and level of stress as a whole, ii) The students who have lower level of anxiety obtained score higher in the High School examination, iii) High achievers tended to be outgoing intellectually superior, emotionally stable, enthusiastic and not frustrated whereas low achievers tended to be reserved, intellectual tense and frustrated.

Chaudhary, M and Kaur, Praven, (1993) on their study entitled **“Importance of family role in the development of moral values among children”** attempts to understand the importance of family’s role in the development of moral values among children. Major findings of the study were- i) the reading habit of newspaper among boys were limited to only 27 percent but they had a free access to TV and Radio. ii) There was the lack of opportunity availed by parents to share their experiences of views with their children as they did not set together even at meals iii) The most disliked behaviours of children were found when they told lies or why they stole. Less objectionable behaviours were quarrelling and disobedience iv) Majority of them got pleasure while giving food to others. However, the responses were not very favorable on aspects of realizing mistakes, retaining others articles. v) The child’s home environment had a positive impact on their moral value.

Gill, Ripper and Kang, Teypreet (1995) on their study entitled **“Relationship of home environment with different behaviour problems of pre- school children”** attempts to study the relationship of home environment with different behaviour problems of pre-school children in urban and rural areas of Ludhiana District in Punjab.

Major findings of the study were i) the behaviour problems of urban children was significantly and highly associated with the poor home environment. ii) Social problems of the children were also associated significantly with the home environment. iii) Moreover, aggressive behaviour and somatic complaints were also significantly associated with the home environment. iv) Uncongenial home environment and lack of cordial relationship among the family members led to the behaviour problems among preschool children.

Agarwal, Rekha and Kapoor (1998) had conducted a study on “**Parents’ participation in childrens’ academic achievement in Ghaziabad city**”. The study was aimed to reveal parents’ participation in children’s academic achievement. The findings of the study were i) the better performance of the children in school depends on the appropriate and proper guidance and direction of the parents. ii) Parent’s neglect and ignoring children’s academic activities in relation to their achievement was not conducive for better performance. iii) Interference in parents’ participation in their academic activities did not significantly influence children’s academic achievement.

Raychodhury, Paromita and Basu, J (1998.) had conducted a study on “**The impact of parent child relationship on school achievement and adjustment of adolescents’ boys**”. It was an attempt to study the impact of parent child-relationship on the school achievement and adjustment of adolescent’s boys. Major findings of the study were i) Intelligence scores were highly related to achievement and moderately to emotional and social adjustment in school. But these scores were not related to educational adjustment and any of the dimension of parenting. ii) Partiality effect of the intelligence did not alter much the nature of the relationship between parenting and adjustment in school iii)

In the case of school adjustment fathering style seemed to have negligible impact. Here the mothering style was the most salient factor.

Gupta, Indira.Verma, Monorama. Singh, J. and Gupta, Vinay. (2001) had conducted a study on “**Prevalence of Behavioural Problems in School going Children**”. The main objectives of the study were i) to identify the behavioural problems of school going children. ii) To find out the underlying related causes of behavioural problems of school going children and iii) their scholastic achievement. Major findings of the study were i) out of 957 school going children, 45.6% children were identified as behavioural problem children by the class teachers with the help of Rutter Behavioural Scale. ii) 36.5% children had significant behavioural problems. iii) Scholastic underachievement was found to be associated with maximum behavioural problems of school going children. iv) To ensure the healthy development of the children, there should be close co-operation between school teachers, parents and health care providers.

Muni, Anita and Panigrahi, Banani (2007) had conducted a study on “**Maternal employment and school going children’s adjustment problems**”. The main objective of the study was to examine the effect of maternal employment on school going children’s adjustment development. The study revealed that i) employed mother’s children adjust better than the children of housewives. ii) Children of housewives were found to have a healthy family climate. iii) Children of employed mothers had better-qualified children than the children of housewives. They were also found out as better adjusted children in social, educational and emotional adjustment than the children of housewives. iv) Girls were found to be better adjusted in all three dimensions of adjustment pattern than the boys.

Subbaraju, Y and Bharathi, v.v (2007) had conducted a study on “**Family size and type on anxiety levels of children**”. The investigators wanted to study the influence of family size and family type on anxiety levels of school children. The study revealed that i) both the family type and family size had an impact on the anxiety scores of the children. ii) As the size of the family increases, there was a tendency for higher anxiety level. iii) Disharmony among the family members attributed to the development of the feeling of insecurity leading to anxiety reactions. iv) In traditional type of family, the anxiety level of children was found to be very high.

Prakash, Jyoti. Mitra,A.K. and Prabhu,H.R.A (2008) had conducted a study on “**Child behavior: A school based study**” on 50 government school children of age 6-14 years. The major objective of the study was to assess the common behavior problems among school children and its associated factors. The study revealed that i) 21 i.e 42% children were found to be above cut-off score. ii) There was no significant difference in the prevalence of behavior problems between the age group of 6-11 years and 12-14 years. iii) Most common behavior problems i.e. cannot sit still, restless, hyperactive were shown by 62% students. iv) Some behavior problems such as too concerned with neatness or cleanliness (60%), self-conscious or easily embarrassed (56%), and feels she has to be perfect (59%) were found common among female children. v) on the other hand does not feel guilty after misbehaving, cannot concentrate and restless behaviors were found common among male children. vi) Externalizing behavior problems were found more than internalizing behavior problems. vii) In comparison to male children, female children had more of internalizing behavior problems. viii) Behaviour problems also did not differ significantly on income wise distribution of the parents.

Priyesh, Bhanwara(2011) had conducted a study on **“Knowledge among teachers related to behavioural problems in school children”**. The main objectives of the study were i) to identify the existing knowledge among school teachers related to the behavioural problem in school children. ii) To find a relationship between the levels of knowledge of school teachers with some selected demographic variables (age, designation and years of experience). The study revealed that i) the majority of the teachers i.e. 45% were from the middle age group of 26-45 years. ii) The majority of the sample teachers were female i.e. 88.34%. iii) Most of the teachers’ educational qualifications were B.Ed. i.e. 40% and only 3.34% had M.Ed. educational qualification. iii) The majority of the sample teachers (52.33%) were in the designation of class teachers iv) 38.33% had 1-5 years of teaching experience and only 20% of teachers had above 15% of teaching experience. v) 55% teachers had previous knowledge about behavioural problems in children. vi) Only 33.33% teachers had attended workshops or course related to the learning of behavioural problems in school children.

Ganesha and S. Vankatesann (2012) on their study entitled **“Comparative profiles of problem behaviors in children from single versus Dual parent families”** were attempted i) to study the prevalence of problem behaviours in relation to certain socio demographic characteristics of children such as age, gender, type of schooling, class of study or area of residence as well as parent characteristics like their age, education, occupation, and income respectively. ii) To examine the comparative study of behaviour problem in children from single and dual parents families. The major findings of the study were i) there were no statistically significant differences in severity of problem behaviours reported between children coming from rural and urban residential background. ii) Girls were found more behavioural problems as compared to boys. iii)

Single parent families were at the higher risk of poverty than couple families. iv) The children of single parent families had more severe and serious behaviour problems than that of dual parent families. v) In comparison to the urban children, the children from rural families had greater behaviour problems. vi) children from single father households had the greater propensity for problem behavior than those from homes of single mothers.

Jayalekshmi, N B (2012) did her research study leading to Ph.D. from Manonmaniam Sundaranar University on “ **Family and school climate predictors of Behavioural disorders in early adolescents**”. The main objective of the study was to study the family and school climate as a predictor of behavioural disorders in early adolescents. The study revealed that i) in respect of parents education mother worked in the government sector and self-employed father rendered better family climate in comparison to the parents working in other sectors. ii) The climate of the urban school is better than the rural school. iii) Overall school climate of the Tamil medium school is better than English medium school. iv) Monthly income of the parents also plays a vital role in the development of the behavioural disorder. The study revealed that in early adolescents whose parents’ monthly income is in between 10,000 – 20,000 showed more conduct disorder, motor excess and overall behavior disorder than early adolescents of parents whose monthly income is below 10,000.

Rosy, K, V (2013) had conducted a research study leading to Ph.D. in Psychology from Bharathiar University on “ **Behavioural problems of adolescents-A psycho social study among day scholars, Hostellers and orphans**”. The investigation was designed to study the behavioural problems of adolescents among day scholars, hostellers and orphans. The study revealed that i) adolescents staying in hostels and orphanages

showed more behavioural problems, low level emotional intelligence and stress tolerance than adolescents of day scholar. ii) In comparison to female adolescents, male adolescents have more behavioural problems. iii) Urban adolescents have more aggression and behavioural problems than rural adolescents.

Sandip S. Jogdand, Naik J. D. (2014) had conducted a study on” **Study of family factors in association with behavior problems amongst children of 6-18 years age group.**”The investigators were attempted to study the associated family factors on the development of behavior problems amongst children of 6-18 years of the age group in the urban slum area of Government Medical Colleges (GMC) in Miraj, Maharashtra India. The study revealed that i) absence of either one parent or both real parents were associated with the prevalence of behaviour problems among children. ii) Alcoholism in parents was also considered as one of the causes of development of behaviour problems among children of 6-18 years of age. iii) Caretaker of the child in the absence of the parents was also responsible for the development of behaviour problem among children. iv) It was revealed that majority of the behaviour problem children belonged to the nuclear family. v) There was a significant association between the prevalence of behavior problems with the absence of either or both real parents and alcoholism in the parent or caretaker.

Taj, Mubeenand L, Agalya (2014) had conducted a study entitled “**A study of behavioural problems in primary school children, in a rural setting in India**”. The main objectives of the study were i) to study the existence of behavioural problems among primary school children in a rural area of Dharmapuri district of Tamilnadu. ii) To study the association between scholastic performance and behavioural problems. The major findings of the study were i) the prevalence rate of behavioural/emotional

problems at primary school was found 63.7%. ii) It was found that children who had lesser behavior problems were able to do well academically. iii) The study showed a negative significant correlation between the academic performance and behavioural problems. iv) The teachers can serve as a valuable resource both for identifying behavioural problems early and providing an appropriate support to the child and his/her family as a part of the multidisciplinary mental health services providing the team.

2:03: STUDIES UNDERTAKEN ON REGION

Baruah, Juri (1986) had conducted a research study leading to the Ph.D. degree in Education from Dibrugarh University, Assam on the titled “**A study on the nature of parental control and its influence on moral judgement of children particularly in three basic types of dishonesty namely lying, cheating and stealing**”. The main objectives of the study were i) to find the influence of parental control on moral judgement of children in lying, cheating and stealing. ii) To find out the nature of control of the parents belonging to different socio-economic level. The major findings of the study were-i) children of democratic parents were found to be more honest than the children of authoritarian parents. ii) Lying was not influenced by the nature of parental control. iii) Children who were exposed to authoritarian types of parental control, cheat, steal, and tell more lie than the children exposed to the democratic type of parental control. iv) The joint influence of parental control and socio- economic status on stealing behaviour of children was found to be significant. v) In comparison to the children of the joint family, children from nuclear families were found to be more honest. vi) There was significant influence of sex and socio-economic status of the

family on moral judgement of children. vii) Firstborn children were found to be more honest than the later born children.

Sinha, Chandana(2002) had conducted research study on “**Behaviourally disordered students in primary schools of greater Guwahati**” leading to the Ph.D. degree from the Gauhati University of Assam in Education. It was a comparative study between behavioural problem children and non-behavioural problem children of provincialized schools of greater Guwahati area. The main objectives of the study were i) to identify the prevalence rate of behaviourally disordered students in the age group of 5-10 years. ii) To study the status of the behaviourally disordered students and non-behaviourally disordered students in relation to the home and school factors iii) to study the self-concept of the behaviourally disordered students and non-behaviourally disordered students. iv) To study the difference between behaviour disorder students and non-behaviour disorder students. The major findings of the study were i) behaviour disordered children were found in greater Guwahati area. ii) Regarding some home variables, the difference between behaviour disordered and non-behaviour disordered were found to be partially true. iii) There was a significant difference in parental responses between behaviour disordered and non- behaviour disordered students. iv) The Study revealed that behaviourally disordered children received more punishment than non-behaviourally disordered children for creating nuisances and for beating up others. v) Moreover, it was found that there were no any changes in the behaviour of the students of the both groups after receiving punishment. vi) it was also revealed that both behaviourally disordered children and non-behaviourally disordered children took the same amount of time to come back to the normal situation after getting punishment at home but behaviour disordered students took more time to attain normalcy after

receiving punishment at school from teachers. vii) In the case of self-concept, no significant difference was found between behaviour disordered students and non-behaviour disordered students.

Choudhury, Dipti (2003) on her study entitled “**A study on psycho social problems encountered by students at + 2 stage and its impact on their academic achievement**” wanted i) to identify institutionally related problems of the students at + 2 stage. ii) To find out the psychological problems of the students at + 2 stage. iii) To study the impact of family on the academic achievement of the students at + 2 stage and iv) to study the relationship between psycho social adjustment problems and academic achievement of the students at + 2 stage. The study revealed that i) excessive shyness, lack of self-confidence, preference for remaining alone, hesitate to speak in front of a group or intelligent students etc. ii) Most of the students inattentive in the class room situation. They are unable to concentrate and follow the lesson properly. iii) Monthly income of the parents affects the academic achievement of the students. iv) The students belonging to nuclear families achieved more than the students belonging to the joint family. v) Progress in academic activities depends upon the adjustment of the students in the home environment as well as in the educational environment.

Das, Karabi (2006) had conducted a study on “**Problem behaviour of school going children: A study of its nature and causes**”. The main objectives of the study were i) to study the nature of problem behaviour of school going children ii) to identify the causes of problem behaviour. iii) To find out the method used by the parents and teachers for handling the behavioural problems of children. The major findings of the study were i) most of the boys show more behavioural problems than girls. ii) The most common type of problem behaviour is creating noise (23.3%). iii) 80% of the children

showing problem behaviour have come from the nuclear family. iv) The majority of the teachers and parents mentioned that the use punitive measures like betting, keep them standing alone for a long time, kneel down etc. were helpful to handle behavioural problem children.

Dighal, Sampa (2007) had conducted a study on “**A study on the behavioural problems of primary school children coming from broken families**”. The main objectives of the study were i) to study and identify the most common behavioural problems shown by the children coming from broken families. ii) To find out different causes underlying the behavioural problems. The major findings of the study were i) inattentiveness, hyperactive, restlessness, deliberate mutism, stubborn, lying etc. were the most common behavioural problems exhibited by the children. ii) It was found that the behavioural problems showed by boys and girls differed not only in different age group but also in frequency. iii) Children stayed with widowed mother showed more behavioural problems than those who stayed with divorced, separated or widowed parents. iv) Children who were given punishment by the parents showed more behavioural problems than others who were engaged in other works. v) Children who liked to stay alone were found to exhibit more behavioural problems followed by children who quarrelled.

Sarma, Mukunda(2007) had conducted a study on “**In disciplined behaviour among students in Assam: causes and remedies**”. The main objectives of the study were i) to find out various dimensions of in disciplined behaviour among students ii) to find out the causes of in disciplined behaviour among students perceived by (a) teachers (also institutional heads) and b) students themselves. The study revealed that i) home is considered as the main place where disciplined as well as in disciplined behaviour

grows. ii) Inappropriate status passion through luxurious life, parents' inability to fulfill such luxurious life of their children is responsible for the development of in disciplined behaviour among them. iii) Influence of western culture through T.V and other electronic Medias are also responsible for the in disciplined behaviour of the students.

Sarma, Dipannita (2011) in her study entitled “**Behavioural problems of preschool children of working mothers**” “mainly wanted to examine the causes of behavioural problems of working mothers having only one child. The major findings of the study were- i) in the age group of 2-4 years boys showed behavioural problems like the temper tantrum, hyper activeness and lying. Less percentage of problems like thumb sucking, hair plucking, head banging were seen. ii) it was found that children belonged to mothers who were engaged in business and other private jobs tend to exhibit more behavioural problems than children whose mother were the doctor, engineer and teacher. iii) Children belong to highly educated parents showed more behavioural problems than those whose parents were comparatively less educated.

Choudhury, Babli (2012) had conducted her research study leading to the Ph.D. degree in Education from Gauhati University on the title “ **Aggressive behaviour among school going adolescents with special reference to Kamrup District**”. The main objectives of the study were i) to study the nature of aggressive behaviour among school going adolescents. ii) To study the home/family as a factor responsible for leading the adolescents towards aggressiveness. iii) To study the role of the electronic media in leading the adolescents towards aggressiveness. iv) To study the impact of aggressive behaviour on the mental health of the adolescents. The study revealed that – i) due to scolded by others, criticized, punished, beaten without reason, adolescents show their aggressive behaviour. ii) When others do not agree with them then also they show their

aggressive behaviour. iii) Aggression is universal, varies in intensity and differs from individual to individual. iv) Conflicting home environment, lack of family cohesiveness, lack of role model in the family, lack of communication with parents, busy schedule of parents etc. were mainly responsible for the development aggressive behaviour among adolescents. v) Autocratic attitudes of teachers, ineffective teaching methods, polluted academic environment, strict discipline, biasness attitudes of the teachers etc. were also responsible for aggressive behaviour. vi) Violent serials, news in television, violent video games, internet browsing etc. responsible for leading the adolescents towards aggressiveness. vii) Highly aggressive adolescents significantly differed from average aggressive adolescents in respect to their mental health. viii) The high aggression of adolescents had an impact of low mental health.

Kalita, Rina (2013) had conducted a research study leading to Ph.D. in Education from Gauhati University on **“Influence of social institution in the formation of deviant behaviour among juvenile delinquents”**. The investigation was designed to study the influence of school, family, religious institutions, and mass media in the formation of deviant behaviour among delinquents. The study revealed that i) uncongenial home environment, inadequate school environment were mainly responsible for the formation of deviant behaviour among juvenile delinquents. ii) Religious institutions and mass media also play a vital role in the formation of deviant behaviour among juvenile delinquents.

2:04: RESUME OF THE STUDY:

From the review of the literature of different researchers related with the present study, it is evident that lot of studies have been conducted on behavioural problem children. Studies highlighted the facts that it is on the rise both in India and abroad. But

very fewer studies have been conducted in Assam as well as in Northeast of India. The findings have also been revealed that behavioural problems are caused by both biological and environmental factors. Some environmental factors such as size, structure, types, nature of family, ordinal position of the child, gender, age of the children, number of children in the family, parent- child relationship, different parental behaviours, Parental control, student- teachers' relationship, teachers behaviours towards behavioural problem children, teaching experience of the teachers, socio-economic status of the parents, peer group relationship, mass media etc. play a vital role in the development of behavioural problems among the young children.

From the findings summarised above, the investigator realised that no in-depth study has been made in this regard in Kamrup District of Assam. So the present researcher feels the need of investigating the present study. Some contradictory findings have been used to formulate the hypothesis to check the authenticity and relevance in the selected sample.