

# **FINDINGS, DISCUSSIONS, SUGGESTIONS AND CONCLUSION**

## **5:01:i FINDINGS: ( OBJECTIVE WISE)**

On the basis of the analysis and interpretation of data the following findings were drawn:

### **Objective 1**

- The present study reveals that out of 4,149 total primary school children, only 7.23% children are identified by the class teachers with the help of Vanderbilt ADHD teacher rating scale as behavioural problem children. It is common phenomena that a large number of primary students are unhappy and emotionally upset. Moreover, the majority of young children have trouble behaving in the class room. But only a small percent are identified as behaviour problem children on the basis of the prevalence of persistence and regularity.
- The most common behavioural problems among primary school children are identified as inattention, hyperactivity, ADHD, conduct or oppositional defiant disorder, anxiety and depression disorder.
- The study reveals that Inattention, as a behaviour problem found highest among the primary school children, followed by anxiety/depression disorder, hyperactivity, conduct or oppositional defiant disorder and ADHD respectively.

- It is observed that most of the children have single behaviour problems followed by multiple means more than two behaviour problems and double i.e. more than one behavioural problems respectively.

## **Objective 2**

### **a) Age of the children**

- It has been observed that behavioural problems are highest in the age group of 8-9 years. But in the age group 6-7, it is 28.33%
- The present study reveals that it is lowest in the age group 12-above, whereas in the age group 10-11 years 22.67% children have different behaviour problems.
- The study reveals that behavioural problems of primary school children are gradually decreasing along with their ages. As they are growing their problems are also decreased along with their ages.
- The single behavioural problem is highest in the age group 10-11 years followed by age group 6-7, 12-above and 8-9 years respectively.
- Double means more than one behavioural problems are highest in the age group 12-above years followed by 10-11 years, 6-7 years and 8-9 years respectively.
- Multiple means more than two behavioural problems are highest in the age group 8-9 years followed by 6-7 years, 10-11 years and 12- above years respectively.
- The study reveals that age is not a determining factor of an existence of behavioural problems of primary school children.
- It has been observed that inattention behavioural problem is highest in the age group 8-9 years followed by 6-7, 10-11 and 12-above age group respectively.

- It has also been observed that there is no relation between inattention behaviour problem and age of the children. Moreover, they are showing inattention problem in different age group differently.
- It has been observed that hyperactivity behavioural problem is highest in the age group 8-9 years followed by 6-7, 10-11 and 12-above age group respectively.
- The present study reveals that age is a determining factor of hyperactivity behavioural problem.
- It has been observed that ADHD behavioural problem is highest in the age group 8-9 years followed by 6-7, 10-11 and 12-above age group respectively.
- ADHD problem is very less in 12-above years of age group.
- It is found that there is no relationship between ADHD behavioural problem and age of the children viz. age is not a determining factor of ADHD behavioural problem of primary school children.
- It has been observed that conduct behavioural problem is highest in the age group 8-9 years followed by 6-7, 10-11 and 12-above age group respectively.
- The study reveals that age is not a determining factor of conduct behavioural problem of primary school children.
- The study reveals that at the beginning of the primary school i.e. in 6-7 years of age Anxiety/Depression Disorder is highest among the children as they are for the first times enter in the different and new environment away from their parents.
- It has also been observed that Anxiety/ Depression disorder problem decreases as they grow.

- The study reveals that age is a determining factor of anxiety/ depression disorder problem of primary school children.

## **b) Gender**

- The study reveals that Boys have more behavioural problems than girls.
- It is also observed that in comparison to boys, girls have more single problem.
- On the other hand, boys have more double and multiple problems than girls.
- The present study reveals that gender is not a determining factor of the existence of behavioural problems among the primary school children.
- It has been observed that boys have more inattention problem than that of girls. But gender is not a determining factor of inattention behaviour problem of primary school children.
- It is also found that in the case of hyperactivity behavioural problem, boys have more hyperactivity behaviour problem than that of girls among the primary school children.
- In the present study, it is found that gender is considered as a determining factor of hyperactivity behaviour problem among primary school children.
- It is observed from the study that in comparison to girls, boys have more ADHD problem but gender is not a determining factor of ADHD behavioural problem.
- In comparison to girls, boys have more conduct/ defiant disorder problem among the primary school children.
- From the present study, it has been observed that there is no relationship between the conduct behaviour problem and gender of the children. It means gender is not a determining factor of conduct behaviour problem

- The study reveals that in the case of children having Anxiety/depression disorder problem also more boys have Anxiety/ Depression disorder than that of girls of same age group.
- The present study reveals that gender plays an important role as a determining factor of anxiety/ depression behaviour problem among primary school children.

**c) No of children in the family**

- It has been observed from the present study that highest behavioural problem children are found where there are two children in the family, followed by the only child, three children, four and five children in the family respectively.
- Moreover, the study also reveals that the family where number of children is two have double problems highest followed by the multiple and the single problems.
- On the other hand, the family where the number of children is only one they have the single problem as highest followed by multiple and double problems and the family where the number of children is three, they have both single and double problems highest followed by multiple problems.
- But in the family where the number of children is four, they do not have multiple problems but the single problem is highest followed by double problems.
- The family where the number of children is five they do not have double problems but have the single problem highest followed by multiple problems.
- The present study reveals that the number of children in the family is not a determining factor of the existence of behavioural problems among primary school children.

- The study reveals that inattention, hyperactivity, ADHD, conduct and depression disorder behaviour problem is highest among the family where the number of children is two followed by the family where the number of children in the family is only one, three, four and five respectively.
- The study reveals that there is no relationship between number of children in the family and inattention behavioural problem.
- It has also been observed that number of children in the family is not a determining factor of hyperactivity behavioural problem among the primary school children.
- The family where the number of children is four, they have shown very rare ADHD behavioural problem.
- It has been observed that the family where the number of children is five, they do not have ADHD behavioural problem.
- The present study reveals that there is no relationship between ADHD behavioural problem and the number of children in the family.
- In the family where the number of children is five they have shown very rare conduct disorder problem.
- It has been observed that where the number of the children is four in the family do not have conduct disorder problem.
- It has been observed in the present study that there is a significant relationship between conduct disorder problem and the number of children in the family. It means number of children in the family is considered as a determining factor of conduct disorder problem among primary school children.

- Anxiety/ depression disorder problem is found highest among the family where the no of children is two followed by number of children one, three, four and five in the family respectively.
- The study reveals that number of children in the family is not a determining factor of anxiety/ depression disorder behavioural problem of primary school children
- It has been observed in the present study that the family having two children are more prone to have behavioural problems.

**d) Birth order of the child among the siblings**

- The study reveals that the highest behavioural problems are found among the eldest or firstborn child in the family followed by youngest and middle-born children in the family.
- It has been observed that single behavioural problem is highest among the youngest children in the family followed by eldest and middle-born children in the family.
- Double viz. more than one behavioural problem is found highest among the middle born children in the family followed by eldest and youngest children among the siblings respectively.
- It has been observed that multiple or more than two behavioural problems are highest among the middle born children in the family followed by eldest and youngest children in the family respectively.

- Present study reveals that birth order of children among the siblings is not a determining factor of the existence of behavioural problems of primary school children.
- It has been also been observed that inattention, hyperactivity, ADHD, conduct and anxiety/depression disorder behavioural problems are highest among the eldest or first born in the family followed by youngest and middle born children in the family respectively.
- The present study reveals that inattention, hyperactivity, ADHD, conduct and anxiety/depression disorder behavioural problems are mostly observed among the eldest and youngest in the family than middle born children in the family.
- It means eldest and youngest children in the family are more prone to have behavioural problem than middle born children.
- It has been observed that birth order of children among the siblings is not a determining factor of inattention, hyperactivity, ADHD and conduct behavioural problems among the primary school children.
- Study reveals that birth order of children among the siblings is a determining factor of anxiety/depression behavioural problems of primary school children.

### **Objective 3**

#### **a) Type of family**

- The study reveals that majority of problem children are coming from both the parents' present family.
- Next problem children are coming from father absent family followed by mother absent family.



- Though highest problem children are coming from both parents present family but single and multiple problems are highest among the children coming from mother absent family.
- Double problems are highest among the children coming from father absent family.
- There is no relationship between the existence of behavioural problems of primary school children and type of family.
- Present study reveals that though majority of the problem children are coming from both parent present family but inattention behavioural problem is highest among the mother absent family followed by both parents present family and father absent family.
- Most of the hyperactivity problem children are coming from both parents present family, followed by mother absent family and father absent family.
- Most of the ADHD behavioural problem children are coming from mother absent family followed by both parent present family and father absent family.
- Conduct disorder behavioural problem children are mainly coming from both parents present family followed by father absent family and mother absent family.
- Most of the anxiety/depression disorder behavioural problem children are coming from mother absent family followed by father absent family and both parents present family respectively.
- It has been observed that in comparison to both parents present family, anxiety/depression disorder behavioural problems are more among the mother and father absent family.

- The study reveals that type of family is not a determining factor of inattention, hyperactivity, ADHD, conduct and anxiety/depression disorder behavioural problems of primary school children.

**b) Nature of family**

- The study reveals that majority of the behavioural problem children are from single family followed by joint and broken family respectively.
- The highest single behavioural problem is found among the single family followed by broken and joint family.
- In broken family double viz. more than one problems are highest followed by joint and single family.
- Multiple viz. more than two behavioural problems are highest among the children in joint family followed by broken and single family respectively.
- The present study reveals that there is no relation between nature of family and existence of behavioural problems of primary school children
- The study reveals that in the joint family inattention behavioural problem is highest among the primary school children than that of the children of broken and single family.
- It has been observed that among the children of joint family Hyperactivity problem is highest followed by single and broken family respectively.
- ADHD problem is highest in the children of joint family followed by single and broken family respectively.
- In the joint family Conduct behavioural problem is highest among the primary school children than that of the children of broken and single family.

- It has been observed that among the children of broken family anxiety/ depression problem is highest followed by single and joint family respectively.
- The present study reveals that nature of family is not a determining factor of development of inattention, hyperactivity, ADHD, conduct and anxiety/ depression disorder behavioural problems of primary school children.

**c) Size of family**

- The study reveals that majority of the behavioural problems of primary school children are observed among the small family. It means that children of small family have more behavioural problems than that of the children of large family.
- The study reveals that in the small family single behavioural problems are more among the children than the children of the large family. On the other hand, double and multiple behavioural problems are highest among the children of the large family than the children of the small family.
- The study reveals that there is a relationship between size of family and the existence of behavioural problems of primary school children. Thus it means that size of family is a determining factor of behavioural problems of primary school children.
- In the large family inattention behavioural problem is highest among the primary school children than the children of the small family.
- Though it has been observed that behavioural problems are more among the children of small family but inattention problem is more among the children of large family.
- Size of family is not a determining factor of inattention behavioural problem of primary school children.

- It has been observed that hyperactivity behavioural problem is more among the children of large family.
- Size of family is not a determining factor of hyperactivity behavioural problems of primary school children.
- In comparison to the children of small family, ADHD behavioural problems are also more among the children of large family.
- Study reveals that there is no relationship between size of family and ADHD behavioural problems of primary school children.
- In the large family conduct behavioural problems are more among the primary school children than the children of small family.
- It has been observed that size of family is not a determining factor of conduct behavioural problem of primary school children.
- The study reveals that anxiety/depression disorder problems are also more in large family.
- Size of family is not a determining factor of anxiety/depression disorder behavioural problems of primary school children.
- Present study reveals that all the common behavioural problems such as inattention, hyperactivity, ADHD , conduct and anxiety/depression disorder are highest among the children of large family.

**d) Educational qualification of parents**

- From the present study, it has been observed that in all type of education holder mothers' children have behavioural problems.
- The most of the behavioural problems are found among those children whose mothers' educational qualifications are Primary school level, followed by

Middle School holder, Graduate, H.S passed, Illiterate viz. not attending the formal school and Post Graduate holder mothers' children respectively.

- Single behavioural problems are highest among those children whose mothers' educational qualifications are Post Graduate (P.G). Followed by Illiterate or did not attend formal school, H.S passed, Middle School, Primary school and Graduate respectively.
- Double behavioural problems are highest among those children whose mothers' educational qualification are Graduate. Followed by Illiterate, Middle School, Primary education, H.S passed and Post Graduate.
- On the other hand, multiple behavioural problems are highest among those children whose mothers' educational qualifications are H.S. Followed by Primary education, Graduate, Middle school, Illiterate did not attend formal school and post graduate.
- From the present study, it has been clear that though the majority of the behavioural problems children are found among those mothers whose educational qualification are Primary school holder. But the single behavioural problem is highest among those children whose mothers' educational qualifications are Post Graduate.
- Double behavioural problems are highest among those children whose mothers' educational qualifications are Graduate and multiple behavioural problems are highest among those children whose mothers' educational qualifications are H.S.
- It has been observed that qualification of the mother is not a determining factor of the existence of behavioural problems of primary school children.

- From the present study it has been observed that in all types of education holder fathers' children have behavioural problems.
- It has been observed that Primary school passed holder fathers' children have the majority of the behavioural problems. Followed by Middle School holder fathers' children, Graduate fathers' children, H.S passed fathers' children, Post Graduate holder fathers' children and Illiterate viz. not attending the formal school fathers' children respectively.
- Single behavioural problems are highest among those children whose fathers' educational qualification is Middle School. Followed by Post Graduate (P.G), H.S passed, Graduate, Primary school and Middle school respectively.
- Double behavioural problems are highest among those children whose fathers' educational qualification is Primary school level. Followed by Post Graduate, H.S passed, Graduate and Middle school. But the children of illiterate fathers viz. those fathers who did not attend the formal schools do not have double problems.
- Multiple behavioural problems are highest among those children whose fathers' are illiterate viz. did not attend the formal schools. Followed by Middle school holder fathers, Primary education holder fathers, Graduate holder fathers, H.S passed fathers and post graduate holder fathers.
- From the present study, it has been clear that though the majority of the behavioural problems children are found among those fathers whose educational qualification is Primary school. But the single and double behavioural problems are highest among those children whose fathers' educational qualifications are Middle school. On the other hand, multiple behavioural problems are highest

among those children whose Fathers' are illiterate viz. did not attended formal school but their children do not have double problems.

- The study reveals that educational qualification of the father is also not a determining factor of the existence of behavioural problems of primary school children.

**e) Occupation of parents**

- The present study reveals that different types of occupation holder mothers' children have behavioural problems.
- The most of the behavioural problems are found among those children whose mothers' do not have any jobs viz. housewives. Followed by any other job holder mothers' children, teaching job holder mothers' children, children of mothers' engaged in business and Govt. job holder mothers' children respectively.
- Single behavioural problems are highest among those children whose mothers' are engaged in Business followed by Teaching job holder mothers, Govt. job holder mothers, House wives, Any other job holder mothers and Private job holder mothers respectively.
- Double behavioural problems are highest among those children whose mothers' are engaged in Govt. jobs. Followed by mothers engaged in Private jobs, any other jobs, not engaged in any jobs and engaged in teaching jobs. But the children of mothers engaged in business do not have double behavioural problems.
- On the other hand, multiple behavioural problems are highest among those children whose mothers' are not engaged in any jobs viz. house wives Followed

by any other job holder mothers, engaged in Business, engaged in private jobs and engaged in Teaching jobs.

- The study reveals that there is no relationship between occupation of mother and existence of behavioural problems of primary school children.
- From the present study it has been observed that different types of occupation holder fathers' children have behavioural problems.
- The most of the behavioural problem children are found among those children whose fathers are engaged in any other jobs. Followed by any Private job holder fathers' children, children of fathers' engaged in business, Govt. job holder fathers' children and Teaching job holder fathers' children respectively.
- Single behavioural problems are highest among those children whose fathers' are engaged in teaching job followed by Private Job holder fathers, Govt. job holder fathers, any other job holder fathers and fathers engaged in Business.
- Double behavioural problems are also highest among those children whose fathers' are engaged in Teaching jobs. Followed by fathers engaged in Business, Any other jobs, Govt. jobs, and Private jobs.
- On the other hand, multiple behavioural problems are highest among those children whose fathers' are engaged in Business followed by Govt. jobs, engaged in any other jobs and engaged in private jobs. But the children of teaching job holder fathers do not have multiple behavioural problems.
- The study reveals that the occupation of father is not a determining factor of the existence of behavioural problems of primary school children.



**f) Monthly income of family**

- The study reveals that in all income group of the family the behavioural problems children are exist.
- The most of the behavioural problem children are found in the low- income group of the family followed by the high-income group of family and medium income group of family.
- The single behavioural problem is highest among the children of medium income group of family followed by the children of the high-income group of family and the low-income group of family.
- In medium income group of children's family double behavioural problem is highest followed by the high-income group of children's family and low-income group of children's family.
- On the other hand, in the low-income group of family multiple behavioural problems are highest followed by the high-income group of family and medium income group of family.
- It has been observed that the monthly income of family is not a determining factor of the existence of behavioural problems of primary school children.
- The study reveals that inattention behavioural problem is observed among all income group of the family such as low monthly income, high monthly income and medium monthly income group of family.
- But in the low-income group of family inattention behavioural problem is highest followed by the high-income group of family and medium income group of family.

- In the high-income group of family hyperactivity behavioural problem is highest followed by medium income group of family and the low-income group of family. It means though most of the behavioural problem children are from the low-income group of family but hyperactivity behavioural problem is found highest among the high-income group of family.
- In the high-income group of family ADHD behavioural problem is highest followed by the low-income group of family and medium income group of family.
- The study reveals that Conduct Disorder is observed among all income group of the family such as the low-monthly income, the high monthly income and medium monthly income group of family.
- In the high-income group of family, Conduct Disorder is highest followed by medium income group of family and the low-income group of family. It means though most of the behavioural problem children are from the low-income group of family but Conduct behavioural problem is found highest among the high-income group of family.
- In medium income group of the family Anxiety/Depression behavioural problem is highest followed by the low-income group of family and the high-income group of family. It means though most of the behavioural problem children are from the low-income group of family but Anxiety/Depression behavioural problem is found highest among the medium income group of family.
- The monthly income of the family is not a determining factor of inattention, hyperactivity, ADHD, conduct, anxiety/depression disorder behavioural problems of primary school children.

#### **Objective 4 Different parenting styles**

- From the present study it has been observed that the influence of different parenting styles on inattention, hyperactivity, conduct behavioural problems of primary school children are inevitable. No one can deny the fact that there is an influence of parenting styles on the development of inattention, hyperactivity, conduct, anxiety/depression disorder behavioural problems among the primary school children.
- Present study reveals that inattention behavioural problems are found highest among those children whose parents are not maintaining cultural/ social value in the family properly. They are not conscious about the proper maintenance of cultural and social values at home. Followed by those children where there is lack of proper parental care which is very much essential for the primary school children, lack of proper disciplinary action of the parents, over protective/ over conscious behaviours of the parents towards their children, rejecting and pampering parenting styles respectively.
- It has been observed that lack of proper parental care is a determining factor of inattention behavioural problem of primary school children. On the other hand there is no relationship between inattention behavioural problems and different parenting styles such as lack of proper disciplinary action of the parents, rejecting and pampering parenting styles, lack of proper social and cultural value in the family, over protective/over conscious parenting style.
- Present study reveals that hyperactivity behavioural problems are found highest among those children whose parents are not maintaining cultural/ social value in the family properly. They are not conscious about the proper maintenance of

cultural and social values at home. Followed by those children where there is lack of proper parental care which is very much essential for the primary school children, lack of proper disciplinary action of the parents, over protective/ over conscious behaviours of the parents towards their children, pampering and rejecting parenting styles respectively.

- It has been observed that lack of proper disciplinary action of the parents and over protective/ over conscious parenting style are the determining factors of hyperactivity behavioural problems of primary school children. On the other hand there is no relationship between hyperactivity behavioural problems and different parenting styles such as rejecting, pampering parenting style, lack of proper cultural/ social value in the family and lack of proper parental care of the parents.
- It has been observed that ADHD behavioural problems are found highest among those children whose parents are not maintaining cultural/ social value in the family properly. They are not conscious about the proper maintenance of cultural and social values at home. Followed by those children where there is lack of proper parental care which is very much essential for the primary school children, lack of proper disciplinary action of the parents, over protective/ over conscious behaviours of the parents towards their children, rejecting and pampering parenting styles respectively.
- Present study reveals that there is no relationship between ADHD behavioural problems of primary school children and different dimensions of parenting style such as lack of proper disciplinary action of the parents, rejecting parenting

style, lack of proper social and cultural value in the family, over protective/over conscious and pampering parenting style and lack of proper parental care.

- It has been observed that conduct behavioural problems are found highest among those children whose parents are not maintaining cultural/ social value in the family properly. They are not conscious about the proper maintenance of cultural and social values at home. Followed by those children where there is lack of proper parental care which is very much essential for the primary school children, lack of proper disciplinary action of the parents, over protective/ over conscious behaviours of the parents towards their children, rejecting and pampering parenting styles respectively.
- Present study reveals that different dimensions of parenting style such as lack of proper disciplinary action of the parents, rejecting parenting style, lack of proper social and cultural value in the family, over protective/over conscious and pampering parenting style and lack of proper parental care are not the determining factors of conduct behavioural problems of primary school children.
- It has been observed that anxiety/depression disorder behavioural problems are found highest among those children whose parents are not maintaining cultural/ social value in the family properly. They are not conscious about the proper maintenance of cultural and social values at home. Followed by those children where there is lack of proper parental care which is very much essential for the primary school children, lack of proper disciplinary action of the parents, over protective/ over conscious behaviours of the parents towards their children, rejecting and pampering parenting styles respectively.

- Present study implies that lack of proper disciplinary action of the parents, rejecting and pampering parenting styles and over protective/ over conscious parenting style are the determining factors of anxiety/depression disorder behavioural problems of primary school children. On the other hand there is no relationship between anxiety/depression disorder behavioural problems and lack of proper cultural/ social value in the family and lack of proper parental care of the parents.

#### **Objective 5 Behavioural problems and school related variables**

- From the present study, it has been observed that the influence of different dimensions of school-related factors is inevitable on the development of inattention behavioural problem among the primary school children.
- Among the three different dimensions related to the school, improper teachers' behaviour towards inattention behavioural problem children is found highest followed by unhealthy teacher-pupil relationship and peer group relationship.
- The present study reveals that improper teachers behaviour towards hyperactive behavioural problem children is found highest followed by unhealthy teacher pupil relationship and peer group relationship.
- The study reveals that the improper teachers' behaviour towards ADHD behavioural problem children is found highest followed by unhealthy teacher pupil relationship and peer group relationship.
- From the present study, it has been observed that the conduct behavioural problem found highest among those children towards whom teachers'

behaviours are not properly followed by those children with whom teacher-pupil relationship and peer group relationship are not good.

- Among the three different dimensions related to the school, improper teachers' behaviour towards anxiety/depression behavioural problem children is found highest, followed by unhealthy teacher-pupil relationship and peer group relationship.
- The study reveals that mainly behavioural problems are observed among the primary school children due to improper behaviours of the teachers' towards them.
- There is no any relation between different dimensions of school related factors and inattention, hyperactivity, ADHD and anxiety/depression disorder behavioural problems of primary school children. It means teachers' behaviours towards behavioural problem children, teacher-people relationship and peer group relationship are not determining factors of inattention, hyperactivity, ADHD and anxiety/depression disorder behavioural problems of primary school children.
- It has been observed that teachers' behaviours are the determining factor of conduct behavioural problem.
- The study reveals that there is no relationship between conduct behavioural problem and teacher-pupil relationship and peer group relationship. It is implied that teacher-pupil relationship and peer group relationship are not the determining factor of conduct behavioural problem.

## **Objective 6 Existence of behavioural problems and academic performance of children**

- It has been observed in the present study that behavioural problems are observed in any academic performance holder children.
- It has been observed that majority of the behavioural problem children shows low academic performance followed by average and high academic performance.
- From the present study it has been observed that among the low achiever behavioural problem children, majority of the children have the single behaviour problem followed by multiple i.e. more than two behavioural problems and Double i.e. more than one behavioural problems respectively.
- Among the average achiever behavioural problem children also the single behavioural problem is highest followed by multiple and double behavioural problems respectively.
- It has been observed that among the high achiever behavioural problem children, the single behavioural problem is found highest followed by double and multiple behaviour problems respectively.
- Present study reveals that there is no significant difference in academic performance of children with relation to the existence of behavioural problems. It means the existence of behavioural problems are not the determining the factor of different academic performances of the primary school children.



## **Objective 7 Relation between academic performances and common behavioural problems of primary school children**

- It has been observed in the present study that majority of the children having common behavioural problems such as inattention, hyperactivity, ADHD, conduct and anxiety/depression are the low achiever. It means they have achieved aggregate below 40% marks in their annual examination.
- It has also been observed that though some children have behavioural problems but their aggregate marks in the annual examination are in between 41%- 70% means they are the average achiever.
- On the other hand, high achiever children means who secure more than 70% aggregate in their annual examination are also found with behavioural problems.
- It is revealed that though the primary school children have different types of behavioural problems but their academic performances are different such as low, average and high means they are able to achieve from below 40% -more than 70 % marks in aggregate in their annual examination.
- From the present study, it has been observed that there is a relationship between inattention behavioural problem and academic performances of the children. It is implied that inattention behavioural problem children show poor academic performances.
- The present study reveals that hyperactivity, ADHD, conduct and anxiety depression disorder behavioural problems children do not have any relation with the academic performances.
- It is observed that except inattention behavioural problems there is no any significant relationship between academic performances and some other

behavioural problems such as hyperactivity, ADHD, conduct disorder and Anxiety/Depression disorder.

#### **5:01: ii GENERAL FINDINGS:**

On the basis of the general observation during data collection, the investigator has come into light that

- Most of the parents, as well as teachers, do not have a clear idea about the term behavioural problems. They have a common and popular myth that behavioural problem children mean abnormal children. So, especially the parents are not ready to accept that their children have some common behavioural problems.
- Not a single teacher in government primary schools of kamrup district is conversant with the term behavioural problem.
- Though government offer time to time in service training to the primary school teachers but never feel the needs to offer any special training or knowledge about how to handle the behavioural problem children.
- The most of the primary schools of kamrup district (both Metro and Rural) do not have clinical psychologist or counsellor. Only 3 private schools (Metro) i.e.15% schools have their own psychologist at school.
- Not a single Government school have their psychologist at schools.
- The most of the private schools are running in rented house. Where the congenial even an open space is also not available.
- Some schools do not believe in outdoor games and activities.

- Some students of government schools are engaged themselves in some other activities too. Such as- selling eggs, vegetables, fish in the market.
- Most of the classrooms in government and private schools are in deplorable condition.
- The class rooms of government schools and the private schools especially those are running in rented house are in deplorable condition.
- Class rooms of private schools those are running in rented house are overcrowded.
- In all the government schools, there are no any provisions or facility of educational tours or excursion.
- The most of the teachers in primary classes never use audio-visual aids to deliver lecture.
- Most of the parents are very much strict and use harsh punishment to prepare the child to face in the competitive and mechanical world.
- Out of 100 selected class teachers, 10% teachers are HSLC qualification holders, 22% teachers are H.S, 45% teachers are Graduate and 23% teachers are master degree holders.
- It has been also observed that 39% teachers have 0-10 years of teaching experience, 30% teachers have 11-20 years of teaching experiences and 27% teachers have 21-30% years of teaching experiences. But only 4% teachers have 31-above years of teaching experiences.
- The most of the primary school teachers are female i.e. 87%. Only 13% teachers are male.
- 72% teachers are married.

- Not a single govt. school has the provision of excursion or field trips which is necessary for the tiny children to gain first-hand knowledge. Only 2% schools have this facility.

## **5:02: DISCUSSION ON FINDINGS:**

### **Objective 1**

The present study takes into account the normal school going children with behavioural problems. They are considered as detrimental to society, family as well as to school. The study reveals that only 7.23 % of children are identified as behavioural problem children among the primary school children. It is common phenomena that a large number of primary students are unhappy and emotionally upset. Moreover, the majority of young children have trouble behaving in the class room. But only a small percent are identified as behaviour problem children on the basis of the prevalence of persistence and regularity. It is found that the most common behavioural problems among the primary school children are inattention, hyperactivity, ADHD, conduct disorder and anxiety/depression disorder. The findings go on the line with Murphy, Margaret and Peter( 2012) that the most common problems among young children are conduct disorder, attention deficit hyperactive disorder(ADHD) emotional disorder(anxiety and depression). The present study reveals that inattention problem is highest among the primary school children which is accordance with the study conducted by Choudhury, Dipti (2003) that most of the students are inattentive in the class room situation.

## **Objective 2**

### **Demographic profile**

#### **Age**

Chi-Square test of inattention, ADHD and conduct disorder shows that age of the behavioural children has no significant relationship with the behavioural problems. It means age is not a determining factor of behavioural problems of primary school children. Though the children in different age group showing different amount of inattention, ADHD and conduct problems. But on the other hand chi-square test of hyperactivity and anxiety/depression disorder shows that age is a determining factor of behavioural problems of primary school children. The present study reveals that highest behavioural problems are found in the age group 8-9 years. This finding substantiated the findings by Yadav (1980).

#### **Gender**

The result of the study has revealed that behavioural problems are more common among the boy students than the girl students. But it is also observed that in comparison to boys, girls have more single problem. On the other hand boys have more double and multiple problems than girls. These findings are go in the line with Hartly (1979), Sumbali(1981)Robert and all(1994),Das, Karabi(2006).But it is contradictory with the findings of Ganesha and vankatesann(2012), Mathew (1974) has reported that girls are found more behavioural problems as compared with boys. King and Thomas (1989) had also reported that girls had more anxiety and phobic disorders than boys. On the other hand, chi-square test of the present study shows that there is no relationship between the behaviour problems and gender of the children. So, it can be safely be concluded that

gender is not a determining factor of behaviour problems among the primary school children. Kafle, Vaidya and Panta (2010) also reported that gender wise there is no any statistical differences among the behavioural problem children. However, the gender of the child cannot be treated as an independent variable influencing behavioural problems of the primary school children. Generally boys are encouraged to develop 'masculine' traits whereas girls are consciously socialized to inculcate 'feminine' characteristics. Parents of boy children think that in future their male children would be faced with tough competition. Hence they have consciously socialised them in such a way that they develop aggressive personality configuration to face the situation. As a result more behavioural problems are found among them in comparison to girl children.

It is found that in the case of common behavioural problems such as inattention, hyperactivity, ADHD, conduct and anxiety/depression disorder, boys have more behavioural problems than girls. But Sidana, U.R (1971), King, J. Neville (1989), Ara (1986), Prakash, Mitra and Prabhu (2008) reported that girls had significantly more fears than boys which come under anxiety/depression disorder problem of present study. On the other hand the chi-square value of inattention, ADHD and conduct disorder shows that there is no relation between these behavioural problems and gender. But in the case of hyperactivity and anxiety/depression disorder gender is a determining factor of behavioural problems of primary school children.

### **Number of children in the family**

It has been observed from the present study that highest behavioural problem children are found where there are 2 children in the family followed by the only child in the family, three, four and five children in the family respectively. Juri, Baruah (1986), also

reported that second born children have more problems. But the chi-square value of the present study shows that there is no any relation between behavioural problems and the number of children in the family and it means the number of children in the family is not a determining factor of the behavioural problems among primary school children. This is contradictory with the findings of Yadav,R.K.(1980), he has reported that the number of children in the family has the serious relation with the behavioural problem children.

### **Birth position of the children among siblings**

The present study reveals that eldest or firstborn child in the family has more behavioural problems. Singh, M (1976), Kafiluddin(1980) have also reported that firstborn child in the family have more behavioural problems. But it is contradictory with the findings of Jaleco, Gayo, Pador and Alimen (2009). They had reported that youngest in the family had major behavioural problems than other.

### **Objective 3**

#### **Type of family**

The study reveals that majority of problem children are coming from both the parents' present family, followed by father-absent family and mother absent family. But Masten and coatsworth (1998) Graham, Linda (2006), have mentioned that single parenthood positively related to the children's aggressive behaviour. Ganesha (2012) also reported that children of mother absent family have more problems than that of children of the father-absent family. Though highest problem children are coming from both parents present family but single and multiple problems are highest among the children coming

from mother absent family. Double problems are highest among the children coming from father absent family.

### **Nature of family**

The present study reveals that majority of the behavioural problem children are from single family followed by joint and broken family respectively. This finding goes in the line with Singh, M (1976), Kafiluddin(1980), Yadav(1980), Sandip and Naik(2013), Choudhury, Dipti (2003) and Sarma,M(2007). They have also reported that children of the single family have more behavioural problems. But this finding is found contradictory with Cogill, Caplan and Alexandre (1986). They had found that marital conflict was responsible for behavioural problems of school children. Masten and coatsworth (1998), Graham, Linda (2006), Dighal (2007) ,Jaleco, Gayo, Pador and Alimen ( 2009), Kafle, Vaidya and Panta(2010), Ganesha (2012) Sandip and Naik(2013) also mentioned that broken family is responsible for aggression behaviour of the children. Moreover, Baruah, Juri, (1986), showed that children of the joint family have more behavioural problems. The present study also reveals that the highest single behavioural problem is found among the single family followed by broken and joint family. In broken family double viz. more than one problems are highest followed by joint and single family. Multiple viz. more than two behavioural problems are highest among the children in joint family followed by broken and single family respectively.

### **Size of family**

The present study reveals that majority of the behavioural problems of primary school children are observed among the small family. It means that children of the small family have more behavioural problems than that of the children of the large family. The



finding is go in the line with Sharma (1981), Choudhury, Dipti (2003), Sarma,M(2007),Sandip and Naik(2013).They had also revealed that children of the small size family have more behavioural problems. But it is contradictory with the findings of Baruah, Juri (1986), Arunima (1989), Subbaraju and Bharathi(2007) and Sarma, M(2007). They had observed that children of the large family have more behavioural problems. It has been also observed in the present study that there is a relation between the size of family and behavioural problems of primary school children. Thus it means that the size of family is a determining factor of behavioural problems of primary school children. Carneiro and Ginja( 2009) also agreed that family size affects the behaviours of the child.

#### **Socio-economic status of family**

It is also observed in the present study that socio-economic status of the parents also plays a vital role in the development of behavioural problems among the primary school children. It is true that children from all socio-economic status have some different types of behavioural problems. Such as inattentiveness, hyperactivity, stealing, lying, bullying, teasing, anxiety, depression etc.

#### **Educational qualification of the parents**

It has been observed in the present study that in all type of education holder mothers' children have behavioural problems. The majority of the behavioural problem children are found among those mothers whose educational qualifications are Primary school level. Followed by Middle School, Graduate, H.S passed, and Illiterate viz. did not attend the formal school and Post Graduate respectively. On the other hand, in all type of education holder fathers' children also have behavioural problems. The majority of

the behavioural problem children are found among those fathers whose educational qualification is Primary school holder followed by Middle School, Graduate, H.S passed, Post Graduate and Illiterate viz. not attending the formal school respectively. Arunima(1989) , Graham, Linda (2006) also agreed that lack of proper parents' education is mainly responsible for the development of behavioural problems among children. But Sarma,D (2011) reported that highly educated parents' child has more behavioural problems than that of other education holders parents' child.

### **Occupation of the parents**

The present study reveals that different types of occupation holder mothers' children have behavioural problems. The majority of the behavioural problem children are found among those children whose mothers' do not have any jobs viz. house wives. Followed by any other job holder mothers' children, teaching job holder mothers' children, children of mothers' engaged in business and Govt. job holder mothers' children respectively. Sarma,D(2011) showed that children belonged to mothers who were engaged in business and other private job tend to exhibit more behavioural problems.

### **Monthly income of family**

The present study reveals that in all income group of the family the behavioural problem children are exist. But the most of the common behavioural problems children are coming from the low- income group of the family followed by the high-income group of family and medium income group of family. A child from the lower economic status family is tempted to steal what he needs because most of his needs are not satisfied due to the disadvantages they face both economically and emotionally. The parents of lower economic status are generally authoritarian in their judgement, so they

recommend more severe punishment for misconduct. Sidana(1971),Dutta, T (1979), Kalra(1979),Shyamsunder(1979),Yadav(1980)Sumbali(1981),Trivedi(1987), Arunima(1989),Masten and coatsworth (1998) and Graham, Linda (2006)also mentioned that lower economic status is positively related to the behavioural problems of the children .But Jayalekshmi (2012) reported that children of middle income family i.e. 10,000-20,00 showed more behavioural problems than below 10.000.On the other hand, Prakash, Mitra and Prabhu(2008) reported that behaviour problems did not differ significantly on income size distribution.

#### **Objective 4**

##### **Different parenting Styles**

Very often, children are blamed by their parents for turning out the way they are, when it is actually the parents who had used unfavourable parenting styles and behaviour. There are no problem children- only parents. It is well known fact that children do not come with any instruction manuals on the best ways to raise them. Children normally learn from their own parents, irrespective of whether their parents used good or unfavourable practices. Somehow it is hammered into their consciousness that what their parents said and did was the right thing. The present study reveals that lack of proper parental care is mainly responsible for the development of different behavioural problems among the primary school children. But not responsible for the development of hyperactivity, ADHD, conduct and anxiety/depression disorder. Present study revealed that improper disciplinary action of the parents mainly linked with hyperactivity and anxiety/depression disorder. Rejecting, pampering parenting styles, over protective/over conscious behaviours of the parents are the determining factors of

anxiety/depression disorder only. Hyperactivity behavioural problem is associated with over protective/over conscious behaviours of the parents. Masten and coatsworth (1998), Graham, Linda (2006), Kafle, Vaidya and Panta(2010), Beatson,Ruth and Jordana(2013),Hudson(2013),Rapee 2013), Shah, C.k.(1976)Kalra(1979), Shyamsunder (1979)Kafiluddin(1980),Lall(1984),Ara(1986),Juri, Baruah(1986),Zaheer(1988), Dighal (2007), Sarma,M(2007)Langely,D(2008),Mian,Nicholas and Carter(2013), Kalra(1979), Zaidi(1986),Zaheer(1988) had also mentioned that negative and harsh disciplinary action, over protective, over involved, lack of proper parental care rejected parenting style or behaviour of the parents lead to the development of behavioural problems among primary school children.

The present study also reveals that absence of proper cultural value in the family i.e. not always celebrated child's birthday, no any rituals of daily prayer at home, presence of sibling rivalry, quarrel with spouse in front of the child, not going to trip with children during holidays, point out the faults of spouse etc. are responsible for the development of behavioural problems among the primary school children. The findings go on the line with Yadav(1980), Das(1982), Jong and peter(1993), Gill, Ripper and teypreet (1995),Subbaraju and Bharathi(2007),Choudhury,B( 2012), Kalita,R( 2013).They had also revealed that bad home environment, lack of parental understanding in the family lead to the attention and aggression problem of children.

During the time of interview with the parents, almost all parents try to justify that severe punishment is the only way to control the unwanted behaviour of the children. So they restore to physical punishment of the children for their proper socialization. Authoritarian parents are controlling, demanding, threaten and punishing. They believe that their children should obey them because they say so. They also believe that parents

are always right. Generally, they never bother to explain the rules or what they want the children to do. As a result, it may lead to moodiness, irritability or aggressiveness in children and put the child at high risk of developing behavioural disorders such as lying, conduct disorders, and oppositional defiant disorder. Moreover, some parents believed that physical punishment to children is necessary when other things do not work. On the other hand, some parents are so reluctant about impose punishment to the children. Although permissive parents love, emotionally available, accepting and encouraging and set few limits. But there is a problem, which is that they do not set appropriate limits. As a result, the children of these parents are spoilt and hence turn out to be unhappy. They have impulsive and have behavioural problems due to lack of structure and lack of expectation. The majority of the respondents express that they and their spouses used physical punishment, unable to give proper parental care and congenial home environment to their children. Hitting children is so much taken for granted that all parents think that a slap is an inseparable part of raising a child. They slap or spank to their children because they consider it necessary, normal and good. It is observed that the children who received physical punishment from their parents are always ready to fight with their siblings. Parents, who are indifferent, set few limits, hardly monitor the child's behaviour and are somewhat detached. Their children turn out to be demanding and less compliant and tend to have the poor peer relationship. Some parents are over protective and conscious towards their children. Such parents are never allowing their child to take the risk. Favouritism and comparison by the parents also lead to the development of behavioural problems among children. It is for these reasons that family has been treated as a ground for developing different problems among primary school children.

## **Objective 5**

### **Behavioural problems and school related variables**

From the present study it has been observed that the influence of different dimensions of school related factors such as improper teachers' behaviour towards behavioural problem children, unhealthy teacher-pupil relationship and inadequate peer group relationship is inevitable on the development of different behavioural problems among the children. On the other hand, improper teachers' behaviour towards behavioural problem children, unhealthy teacher-pupil relationship and inadequate peer group relationship are not the detrimental factors of inattention, hyperactivity, ADHD, anxiety/ depression disorder behavioural problems of primary school children. Which is contradictory with the findings of Stepek, Debarath and miles(2008), Choudhury,B(2012). They had reported that strict behaviour of the teachers contributes to the development of child's deviant behaviour. Tara, More and Oliver (2010) had also revealed that teacher's praise is necessary to rectify the unaccepted behaviours of the children. Moreover, Roberts, James, Gurmeet and all (1994), Stepek, Debarath and miles(2008)reported that behavioural problems of the children have been linked with inadequate functioning in school and teacher- pupil relationship.

As the present study mentioned that in adequate peer group relationship is not responsible for the development of behavioural problems of primary school children and it is not the determining factor of development of behavioural problems. This finding is contradictory with the findings of Jaana, Juvonen and Bear (1992), Anderson (2012). They have reported that children with behavioural problems often poorly

accepted by peers. Estell, B (2007) also revealed that aggressive children hold the negative social position among peers, they are not accepted by their peers.

## **Objective 6**

### **Academic Performance and the existence of behavioural problems**

The present study reveals that most of the behavioural problem children shows poor or low academic performances. But the existence of behavioural problems is not the determining factor of academic performance of the primary school children. This finding contradictory with the findings of Shyamsunder (1979), Sumbali (1981), Das(1982),Nagar(1985),Arunima(1989),Namrata(1992),Roberts,James,Gurmeetandall(1994),Eugeneand Loeber(1996),Gupta,Verma and Sing (2001), Miles and others(2006), Benner and others ( 2008), Akpan,Ojinnaka and Ekanem(2010), Maguin, Rice, Elisabeth and Cherng( 2010), Anderson(2012), Mubeenand and Agalya(2014). They had reported that behavioural problems of the children have been linked to poor academic performances.

## **Objective 7**

### **Relationship between Academic achievement and common behavioural problems:**

The present study reveals that except inattention behavioural problem, there is no relationship between hyperactivity, ADHD, conduct and anxiety/depression and academic achievement of the primary school children. Mubeen and and Agalya(2014) also showed that there is a negative significant relation between the academic performance and behavioural problems. Moreover, Trivedi (1987), Ramchandran(1990) also reported that there is no significant relationship between academic achievement and

feeling of security, insecurity. But Saudino, Kimberly and Plomin (2007), Miranda, Soriano and other (2008) mentioned that ADHD is frequently associated with low academic performance. Jaana, Juvonen and Bear (1992), Kafle, Vaidya and Panta(2010), Gutman, Leslie Vorhaus(2012) reported significant association had been found between learning disabilities and behaviour problems. Sabapathy (1986), King, Neville, Ollendick and Thomas (1989), Namrata(1992) reported that anxiety/ depression is significantly associated with low academic achievement. The result of the study has also revealed that there is a relationship between inattention problem and academic achievement of primary school children. It means that inattention is a determining factor of academic achievement of the primary school children, which are in accordance with the studies conducted by Saidino, Kimberly and Plomin(2007), Jong and Peter(1993). They have also showed that inattention can be considered as an important mediator between behavioural problems and achievement in school.

### **5:03: SUGGESTIONS:**

Early diagnosis or imparting suggestions on behavioural problems among primary school children are most essential to give the children a better chance for improvements and hope for future. To modify the behavioural problems of children, no single method can be mentioned which can be applicable in all the situations, because, behavioural problems may develop due to various reasons. So, different children having different behavioural problems need varying means to reform or modify. Generally, those who are interested in modifying or improving the problem behaviour of the children, they have to understand the mental and emotional circumstances of the children and some other social factors that are responsible for the present situation. These two things



cannot be separated because both are inter-dependent and understanding both of them separately will help in solving the problem. On the basis of the severity of the problem, the suggestions and remedial measures can be offered across different settings, such as at home or in educational and community settings. Generally suggestions are offered on the basis of the child's development, age and circumstances. Involving and supporting the family is very important to modify the behavioural problem of the children. To offer necessary suggestions to the parents as well as teachers, the most essential duty is to identify the behavioural problems of the children. Identification is the first and foremost step to offer relevant suggestions to those individuals whose are closely associated with behavioural problem children. In the early stage of life if the individual associated with them can properly observe the problem behaviour of the children, then only they can easily mould the problem behaviour of the children in a positive way. But generally it is observed that people use to ignore the socially deviated behaviour as childish behaviour at the early stage of life. This may become serious behaviour problems in the later period of life.

**i. Role of the family:**

- To deal with the behavioural problem children the persons that closely associated with them should try to understand the needs, hopes and aspirations of the children.
- They needed lots of love and affection. They need physical affection. It makes them feel safe and helps when they are upset. Holding the child, picking them up, kissing and cuddling are some ways to show affection. As the primary school children are very soft and tender hearted so the persons associated with the children should handle them with utmost care, love and affection. Playing

with them cuddles a pat on the shoulder and good night kisses all reveal the care of the parents. Saying I loves you to the children by the parents are develop the feeling of warmth and safe among the children.

- They want plenty of praise and encouragement from parents and member of the family. Usually, children want to please their parents. If the parents praise them when they do well at something or are trying hard they are likely to do the same thing again. The parents should try to focus on positive things instead of saying 'no'. Parents should always encourage their children's good deeds. Praising the child for being good will encourage good behaviour and help them to feel good about themselves. As consequences, they will make more effort to achieve and can learn more easily.
- Young children love attention- it's a great reward from parents. The best reward parents can give to their child is their quality time and positive attention. If the children cannot get it by being good they generally start to misbehave to get it. It is well known by all that special treats do not have to cost money. Taking time to play together with their children, a picnic or trip to the park can be more fun than an expensive present. To develop good behaviour among children, parents should try to make them feel special. Parents should give children their attention- smile, talk, listen. Smiles of the parents help children to feel happy. If parents talk and sing to their children from the time they born, generally helps the children to relax and to know and learn their parents. More the parents talk, the easier their children will find it to talk, learn and make friends later on. As all the children love to hear stories, so there should be a regular routine of telling bedtimes stories.

- Parents should always try to be a good listener. The parents should listen carefully and patiently when their child wants to tell something. It is an easier way of giving attention and showing care to the children.
- To modify the deviant behaviour of primary school children, the parent should try to give respect for their feelings. It can be hard to the child to find the right words if they are upset or scared. At that moment parents should need to listen carefully. If they ignore them, they may feel that they don't matter for them and get angry, or feel hopeless and give up. So, it is an important task to take the child's feeling seriously. For example, primary school children can easily scared, by a clown or loud noise. They need reassurance and a simple explanation. If the children come to know that their feelings are respected, are more likely to feel good about themselves and respect the rights of others. Usually, children love stories about themselves- it helps them to feel loved and important.
- Parents should give ample opportunities to learn. Encouraging the child to be curious and learn about the world will help them develop into a healthy, happy adult. They should try to provide a supportive and learning environment.
- Parents should help the behaviour problem children to feel good. If they feel good about themselves, they are expected to behave well. Parents should tell their children that they are proud of them. If they make mistake, parents should help them to understand what they did wrong by being clear about what the parent expect. Parents should not reminding the deviant children about their mistakes or compare them with other children. Moreover, parents should not

compare the abilities of their children with that of others. Parents should all the time aware that the other people cannot tease them or put them down.

- Parents of the deviant children should always to be honest and fair with their children. The children should need to know that they can trust their parents and parents should tell them the truth and be fair always.
- Parents should try to set clear rules at home. The deviant children should know what is acceptable and what is not. Parents should make sure that the children understand why the rules are set at home and the parents mean them.
- The behavioural problem children need clear boundaries. Routines and rules help them to learn what is expected. Having clear boundaries means the parents can deal with them and reward good behaviour. Parents should not hit, shout or threaten them. Hitting, shouting, criticising and making threats can all damage the children physically or emotionally. Hitting usually hurt the children physically and their feelings too.
- Parents should always be consistent with their children. They should set limits and be consistent with their discipline. They should not keep changing the rules and do not change their mind after a few hours or days. In this regard, both father and mother should agree on the rules and stick to them.
- Parents should try to distract the mind of the children of deviant behaviour. They should try to deviate their mind from unnecessary things to positive things.
- Parents should criticise the behaviour but not the child. Parents should not blame or criticise their children. They should try to make it clear that they don't like their behaviour but not the child. For example- when you hit me I don't like it, it really hurt me and it's not good, instead of 'you are a bad boy for hitting me.'

- If distracting, talking or ignoring doesn't work then the parents should try to take away something that the child enjoy most like a favourite TV programme or toy. Parents should inform their children why and how long for they will not get the things and should make sure to stick to it.
- Use time out also a useful and effective way to modify the deviant behaviour of the children. It is a proven way to help the behaviour problem children to control their unaccepted behaviour. This is not a punishment, instead, it helps the child to learn how to manage their feelings and behaviour and it gives time to both children and parents to cool down. During the time out the child spends most of the time alone instead of getting attention for the deviant behaviour.
- To modify the behavioural problem of the children, siblings and family fighting should be stopped. Parents should try to help everyone to get on together by going out and doing something they all enjoy, setting clear rules, having the family get-together, treat each child equally and take fair decision for all, banning teasing and bullying, do not allow the older children to expect too much from younger ones etc. On the other hand, parents should also stop fighting in front of their children. It's hurt their children too. When the children see or hear that their parents are fighting, they become very frightened. Yelling or hitting each other in front of children is very much damaging and harmful. So, parents should keep away their any fights from their children.
- Though children can seem to be quite mature but if they are under 14, parents should not leave them alone without providing proper care and supervision. They also need care. It is not suggestible to leave a child under 14 at home while parents are at work or to leave them with house maid or babysit.

- Stop child abuse to modify the deviant behaviour of primary school children. Abuse can be emotional or physical. Any sort of abuse is very much harmful to children. Emotional abuse includes swearing, shouting, teasing, threatening or putting a child down or not meeting their basic needs. On the other hand bullying, hitting, bruises, fractures and grazes are the signs of physical abuse.
- Parents should provide a warm and creative environment. They should try to use a soft comforting tone of voice while talking with the problem children and others. Parents should also try to make a friendly relationship with their children.
- Parents should try to nurture the child's self-esteem. Along with the physical growth of the children, they also developing their sense of self since they see themselves through their parents' eyes. The body language, tone of voice and every expression of the parents are follow by their kids, as the child at the early stage of life imitative in nature. The words and action as the parents affect the developing self-esteem of their children more than anything else. Praising accomplishment, allowing the child to do the things independently will make them feel proud, capable and strong. On the other hand, by contrast, belittling comments or comparing the child with another child will make the child feel worthless. So parents should always try to avoid making and using overloaded statements or words as the weapon. Such as, 'what a stupid things to do', or 'your little brother is more mature than you' cause damage just as physical blows do. So parents should be careful or cautious while choosing their words. Parents should try to let the child know that everyone makes mistakes like

him/her but they still love him/her, even when they do not love their disorderly behaviour.

- As the child grows, their needs also keep changing. So parents should try to react according to their changing needs. Parents should try to see the things according to their ages, the child cannot. Parents should not shout or smack at the child. At this stage of development cheeky or disobedient may be a natural desire in the child to assert independence and to show that they have the mind of their own with their thoughts and needs. Parents should try to describe exactly what they want their child to do. They should give the rational reason; listen to their side of the story. They should not give so many orders to their child as do this, don't do that etc. This may overwhelm the child. Parents should carefully listen to their child about their friends, their day, be alert to any worries that may make behaviour worse and talk about areas of conflict.
- Parents should try to give importance to reward than that of punishment to modify the unwanted behaviour of the children. According to the behavioural psychologist, rewards are considered as more effective at producing long term behavioural changes, although punishments are more effective as short-term behavioural changes of the children. Parents should try to use positive methods and praise the child to encourage behaving well, show disapproval but should not use harsh punishment. They should try to change the rules of punishment as children grow. Showing positive gestures whenever the child shows desirable behaviours would help in dealing with the behavioural problem children.
- Deviant behaviour of the children can be modified or change by creating a good parent- child relationship. They should try to form a rapport with the child.

Parents should emphasise all the things that please them about their children. They should try to ignore the minor naughty behaviour and should praise the behaviour of the child that they want. They should listen to their child's views and negotiate the solutions to problems together.

- Parents should try to understand the reason behind the misbehaviour of the children.
- Parents should try to be a good role model to their children. Usually, primary school children learn a lot from their parents by observing them. Therefore, they should be constantly aware that they are being observed by their children. Different studies have revealed that children, who hit others, usually have a role model for aggression at home. Parents should model the traits that wish to cultivate in their child such as- honesty, kindness, tolerance, respect etc.
- Parents should try to make communication a priority. They should not expect that their child should do everything simply because as a parent they want to do so.
- Parents should be flexible and willing to adjust with their parenting style. Parents should minimise the unrealistic expectations. They should not be over conscious or over protective. Too much of pampering and rejecting or neglecting the child is also responsible for the development of behavioural problem among primary school children. The environment of the child also plays a vital role in their behaviour, so parents may modify the unwanted behaviour by changing the environment only. Parents have to change their parenting style as the child changes along with their change of years.



- When parents confront their child, instead of blaming, criticizing or fault finding, they should strive to nurture and encourage them even when disciplining their child. Otherwise, it may lead to resentment and undermine self-esteem of the children. Showing the unconditional love to the children is the best way to modify their deviant behaviour. So unconditional warmth and setting of limits would prove useful with the child.
- Use genuine encounter moments (GEMS) with the children are the best way to modify the behaviour. The self-esteem of the children mainly influenced by the quality time that the parents spend with their children not the amount of time they spend. In the busy schedule of the parents, instead of putting 100% focused attention on what the child wants to say to them, they are often thinking about the next thing they have to do. Generally, it is often observed that parents pretend to listen or ignore their child's attempt to communicate with them. So, if the parents do not give their child GEMS throughout the day, the children will often start to misbehave. Parents should make themselves alert when children ask questions about themselves.
- Use of natural and logical consequences also helps to modify the unwanted behaviour of the children.
- Parents should not tell their child that they are bad. This may affect their self-esteem. Parents should not motivate their child by withdrawing their love from them. To build a happy and healthy self-esteem on their child, parents should love them unconditionally no matter what they do.
- To modify the deviant behaviour of the children parent should motivate them through love, not fear. They should be kind and firm at the same time.

- To modify the behavioural problem children, every home should not be parent-centred or authority-centred. It should be child-centred. Parents should place the needs of the child ahead of their own.
- The parents should act as a provider or protector not controller or teacher or shaper or prepare for life, so that child can feel safe and secure and can explore and learn about themselves, their siblings, their parents, and their world.
- Parents should provide order in the life of their children. They should maintain a regular schedule of study, meals, naps and bedtimes.
- Parental education is also necessary to deal properly with the behavioural problem children. They should also be aware of the psychology of the problem children so that they can treat and handle their children with proper understanding and provide them an appropriate environment for the satisfaction of their basic needs and urges. In this regard guidance services, clinics or voluntary organisation may provide parental education to them.
- To modify the unaccepted behaviour of the children, there should be a close watch on the activities and social environment of the children and proper care should be there that they do not fall into bad company. Parents, family members and school authorities should always give an active effort to save the children from bad company.

## **ii. Role of the school**

The atmosphere of the school and the educational system of the schools are also responsible for the child's deviant or problem behaviour. Therefore, schools can help the behavioural problem children by employing the following measures:

- To modify the behaviour of the behavioural problem children, first the environment of the school should be made healthy and congenial for them. School should not allow the children to get involved in problems of emotional and social maladjustment. In this regard school, education and environment should be rectified such as- the curriculum, methods of teaching, discipline, the class-room behaviour of the teacher and the social atmosphere of the school etc.
- Teachers should try to show more warmth and care towards behavioural problem children. They should always keep in mind that they are not problem children; they are children with problem although their behaviour sometimes seems unbearable.
- Teachers should try to check the assignment that given to the children have been written correctly or not.
- Once the teachers have the better understanding of the student's behaviour and learning style, accordingly they should try to modify and adopting the curriculum and environment.
- Time to time, there should be child-centred programmes in school. Teachers should try to give more opportunities to the children. To make them feel happy and confident, teachers should try to motivate them.
- To reduced emotional instability of the students, there should be entertainment facility such as dance, music, radio, TV, films etc. made available to them during their leisure periods in school.
- To make behavioural problem children remain happy in school, the educational system of the school should be interesting, so that they cannot be tempted into bad habits.

- To remove the problem behaviours of the children there should be a harmonious relationship between students and teachers.
- The behaviour, personality, and conduct of the teachers should be persuasive so that child can select the proper ideals for himself. In school, there should be the provision of 'self- discipline'.
- The attitudes of teachers who impose their authority on children without understanding their basic needs should be changed.
- The head of the institution along with the teachers should have the firm knowledge about the psychology of individual differences and behavioural problem children.
- The behavioural problem children consider themselves as a part of their school; they should be engaged in co-curricular activities in school.
- To create recreation and motivation among the behavioural problem children, time to time plays, dramas, and other activities should be organised in school.
- To get the opportunities for all round development of the behavioural problem children, balanced syllabi should be introduced in schools.
- Proper arrangements for library and laboratory facilities should be available in schools to minimise the behavioural problems of the children.
- Generally, most of the time of a day the children remain in school, so proper opportunities should be given to exhibit their abilities. The recreational activities will help to maintain their balance.
- To modify the behavioural problem of the children there should be harmony between parents and teachers too.

- The school should try to maintain the case histories, anecdotal records and cumulative records of the behavioural problem children.
- Imitation is a natural gift of primary school children which may help them to adapt and acquire many bad habits. So school should take sufficient precaution in creating good habits in children in the company of friends and peers. Teachers should not try to eradicate the unaccepted behaviour of the children under compulsion or by force.
- Generally, during the transition times, the behaviour of the disruptive students are increase. It means during the day when students are moving from one activity to another such as changing classes, moving from one assignment to another or beginning or ending the school day. It creates a disturbing situation for them. Different research studies have proved that teachers can minimise the deviant or disruptive behaviour by i) rewarding students for making the orderly and smooth transition, ii) giving students specific direction to move the one activity to another.
- To modify the problem behaviours of the children teachers can place their desks nearer to the children's desk or main work area.
- By interacting briefly and frequently with the children, teachers can modify the behavioural problems of the children.
- Class room management also necessary to rectify the behavioural problem children. This includes physical layout of the classroom as well as class room décors such as students' seating and grouping arrangements, the location of the teacher's desk, location of the materials, equipment and personal items etc. Behavioural problem children should be seated in the place that provides

teachers with easy physical access and visual at all times. Moreover, teachers should try to use rows for direct instruction, circular patterns for discussions and clustered arrangements for group work.

- By removing items that are physically tempting, distracting or dangerous, teachers can also minimize the chance of disruptive behaviours of the children.
- Teachers should try to place behavioural problem children in the ‘action zone’ in the class room. It means their seats should be in the front of the class room and down the centre. It may help the children to attend more tasks, participate more and demonstrate more positive attitudes.
- For frequent monitoring behavioural problem children should be seated nearer to the teachers.
- Teachers should try to make their class room environment as attractive as possible. Class room ambiance should also be proper for behavioural problem children. It refers to the feeling one gets on entering a class room. Many studies indicate that attractive class rooms influence students’ behaviour in a positive way. On the other hand, unattractive class rooms have been associated with students’ reports with headaches, fatigue, and discomfort with increased instances of teacher control statements and student conflict.
- At the outset of the school year, teachers should try to establish classroom regulation too. Rules should be specific, clear, fair, attainable and practical. They should also help their students to manage their behaviour.
- Teachers should try to design a curriculum that is both relevant and motivating for students with the behavioural disorder.

- To deal with the behavioural problem children teachers should try to start the lesson with a statement of the goal. The each lesson should start with a review of previous, prerequisite learning.
- Teachers should keep the wording of rules simple and clear. They should use different rules for different behavioural problem children. They should treat each case separately by looking at their individual diagnosis carefully and always keeping in mind the particular strengths and weaknesses of each child.
- Whatever the rules will use by the teachers to handle the behavioural problem children, it should be stated positively and reasonably. Rules should also be posted or reviewed periodically and clearly.
- Teachers can achieve greater success with these behavioural problem children if they can expect the unexpected. So they should prepare themselves at all times.
- To help the behavioural problem children teacher should try to incorporate the use of technology and especially the computer. The computer can be considered as helpful to a student with behavioural problems as the computer does not criticize the child who is using it and it facilitates learning without the pressure of being judged in a subjective manner.

### **iii. Suggestions related to various types of behavioural problems:**

As we have discussed earlier that the different behavioural problems children have different types of problem. So if suggestions are imply according to the problem then a positive and fruitful result may be occur or to modification of problem behaviours become easier.

#### **a) Inattention Problem:**

- The parents at home should also create a congenial atmosphere free from anxiety and worries to help the child to be attentive.
- To secure the attention of the children, the teachers should attempt to bring new ideas and apply or use new audio – visual aids and psychological methods of teaching.
- To create proper attention in the class, all kinds and sources of distractions should be removed.
- As we all know attention and interest are closely inter-relate, so the teacher should try to know the interest of the students and try to plan or prepare them accordingly.

**b) Hyperactivity Problem:**

- The parents should be patient with the child and refrain them from giving severe punishment to the child.
- To modify the behaviour of hyperactive children, parents should try to provide the healthy environment and good guidance to them.
- The children should be appreciated and encouraged for their achievement.
- The children should be made to feel secured by love, warmth, and sympathy.
- Hyperactive children should be kept occupied in play games, sports, and peer groups. They can be also engaged in co-curricular activities.
- The teacher should try to show mature behaviour or attitudes towards the pupil's immature behaviour.
- The climate of the school and classroom should be desirable to develop desirable behaviour among the hyperactive children.



**c) ADHD problem:**

- The children with ADHD problem treated properly then they can live productive lives and can cope reasonably well with their symptoms.
- The parents should be patient with the child and restrain them from giving punishment to the child.
- In disciplining the ADHD problem children, the parents should be very conscious and should have consensus.
- Because of short attention span, short enough tasks should be assigned to the ADHD problem children.
- The reward should be frequent, small and for actual accomplishments rather than for obedience.
- Initial contracts should approximate the final behaviour desired. The contract should be clear, fair and attainable. The contract must be adhered to and the unwanted behaviour should never be reinforced.
- The child must know clearly what is expected. The parents should state very clearly and descriptively what behaviour is appropriate without anger. Such as jumping from one thing to another stop you from finishing that lovely picture sticking to that drawing until it is finished would be wonderful.
- Parents should have a clear knowledge about ADHD. The more knowledge they will gather, the more they can help themselves and their child.
- Parents should try to build the child's abilities. They should talk and encourage their strengths and talents. So they should praise them when they show good behaviour.

- Parents should always be open to counselling. It can help the parents to deal with the challenges of raising a child with ADHD. It can also help the child to deal with frustration, feel better about themselves and learn more about social skills.
- Talking and discussing with other parents whose child have ADHD problem also helpful. Parents can share practical advice and emotional support.
- Parents should try to maintain a good relationship with their child. They should inform their teachers how their child is doing at home and should also try to know how their child is doing in school. They should offer support whenever necessary.
- Teachers should allow the student to turn in late work for full credit and also allow them to repeat assignments to improve score or final grade.
- Teachers should allow the student to move about within reason. Say for instance, they should try to give them tasks that require them to get out of their seat such as passing out papers or give them short breaks to exercise or stretch.
- Usually, many students with ADHD receive constant criticism for their behaviour, which develop a cycle of negative behaviour, poor self-esteem and attention seeking. So teachers should look for positive behaviours to reward and reinforce them.
- To develop an interest, teachers should allow them to use tables or formulas as memorization is very much difficult for them.
- To reduce the amount of movement and distraction during an assignment teacher should allow them to answer directly in a booklet.

- As the children with ADHD are easily frustrated so whenever possible teachers should try to reduce stress and pressure. Stress and pressure can break down a student's self-control and lead to inappropriate behaviours.
- Teachers should maintain a good relationship with the parents of ADHD problem children.

**d) Conduct Disorder:**

- Children with conduct disorder behaviours surely put parent's patience to test. To modify these behaviours, parents should set consistent, firm and fair limit with love and affection. As a result, adequate and appropriate behaviour can gradually help the children to become more responsible member of the society.
- To rectify the conduct disorder behaviour of the children, parents should deal them with patience.
- At home, there should be planned period of exercise to modify the unwanted behaviour of the child. Gymnasium equipment (including a punching bag) in a cleared room with a mate may be a life saver for both the child and the parents.
- The child should show how to draw, place objects in a box, string beads, check off words etc. in a very slow, careful manner. Success is measured by slowness and accuracy.
- To modify the temper tantrums behaviour of the children, understanding the underlying causes are most essential.
- The temper tantrum children should engage in co-curricular activities. They should be kept occupied in play games, sports, and peer groups.

- Another, easier way to deal with temper tantrums is to ignore them. As children learn that they are not going to get anything they gradually stop throwing tantrums.
- Different faulty attitudes or behaviour of the parents such as- overprotection, underlying insecurity, over indulgence, over strictness behaviour should rectify first to modify the behaviour of the children having aggressive behaviour.
- To treat the aggressiveness behaviour of the children, the opportunities for resistance must be cut down to a minimum. The child should be kept occupied as much as possible. He should have playmates of his own age. They should be encouraged to practice skills and to take pride in what they can do.
- The children with aggressive behaviour should be treated with love as they do not like punishment.
- The failure of the aggressive children should be dealt with sympathetic attitudes and should also be motivated to do work again.
- To stop the stealing behaviour of the children the attitude of respect for the ownership of some possession should be inculcated in them.
- Without hurting the self-respect of the child, stolen articles recovered from him/her should be returned to their owners.
- Judicious use of punishment by teachers also help in some cases.
- The children having stolen behaviour should be guided properly. The child can be transferred to a better place if the habit is due to environment.
- To modify the lying nature of the children knowledge of the causes of lying is essential. For example, due to fear if a child tells lie, then parents should try to remove fear from his mind. If the child tells lie due to over- active imagination

then parents should try to introduce the child to reality and stop them to live in the fantasy for a long time.

- To rectify the lying nature of the children, first and foremost the parents should set examples of being truthful and restrain themselves from telling lies and showing dishonesty in front of children.
- To stop the lying behaviour children should be given the freedom to speak out without the fear of punishment.
- The children having lying nature should be given opportunities and training in various games and should encourage and appreciated for speaking the truth.
- The parents and teachers should patiently and judiciously look into the causes which made the child truant.
- If truancy is caused due to the problem in understanding the subject then educational guidance should be provided to help the child grasp the meaning of the subject.
- Pre occupation with games and healthy association with other children help in reducing the habit of hair plucking.
- If a child continuously plucks his hair without any apparent cause then parents should try to take opinion from experts.
- To reduce the feeling of jealousy in children, the parents should show the affection and fair treatment to them.
- Parents and teachers should stop the undue and unhealthy comparisons and competitions of the children.
- Teachers should try to maintain a healthy relation among all the students of the class.

- In the case of extreme cases the parents should take professional help like consulting with a psychiatrist.

**e) Anxiety/Depression disorder:**

- Irregular sleep patterns is the worsen symptoms of anxiety/ depression. So maintain a regular sleep cycle. Avoid child's sleeping or napping during the day if it is difficult to sleep during regular times.
- For anxiety disorder children, maintain a regular and nutritional diet. Avoid meal skipping. A proper diet is a critical source of energy for the child's ability to cope and recover.
- To modify and rectify the anxiety/depression behaviour of the children a conducive environment is very much necessary. So parent's attitudes and policies should be rectified.
- Over protection should be studiously avoided. Active dealing with the feared object is encouraged. Children are taught mastery and caution, not fear.
- Parents should sensitive to the children's readiness to change, grow up and be braver. Praise for each step and concrete rewards are very useful.
- Children with anxiety/depression disorder should be kept involved and extended isolation from positive activities should be avoided.
- The children with anxiety/ depression disorder should be given chance to mix and play with others but they should not be pushed forcefully into playing with others.
- Parents, as well as teachers, should try to provide the opportunity to release tension and hostility through play and drawing.
- Parents and teachers should help the child to feel relaxed and talk slowly.

- Parents should give full attention and time when the child interacts.
- Parents should try to develop the self-confidence of the children psychologically
- Parents should stop criticizing the child.
- Friendly and sympathetic attitudes towards the children are necessary to modify the anxiety/depression disorder.
- Try to create both the home and school environment free of anxiety and depression.
- Generally it is observed that, the children who are told that they are shy tend to start thinking of themselves as shy and stop making any effort to change. So, Parents should try to stop tagging the child as 'shy'.
- To overcome the shyness of the child, parents should try to expose the child to unfamiliar and unknown situations and peoples. As much as the child gets intermingling with unfamiliar peoples, the faster the shyness will decrease.
- Whenever the child makes an effort to be out going, parents should praise or reward them for their extrovert behaviour.
- To overcome the excessive shyness, help the child to develop social skills by providing opportunities to experience in social situations. Such as encouraging the child to invite a friend or friends to his/her house or to go to a friend's house.
- Parents should not forcefully push the child into a situation which he or she may consider threatening. Instead of that, they should help the child feel secure and provide material to help them participate in social situations.
- The children should be made to feel secured by love, warmth and sympathy. It is essential to create positive, sympathetic and tolerant attitudes amongst the family members in order to effectively cope with behavioural problem children.

From the above mentioned relevant suggestions related to behavioural problem children, it is clear in our mind that behaviour disorders are needed an entirely different treatment techniques in compared with organic diseases. Generally, a physically sick child follow the respective doctor's advice by taking an appropriate course of tablets follows a special diet without questioning as to what is being prescribed to him. But in the case of the behavioural problem, it is not true; it needed an active participation of the child and parents alike. To modify the behavioural problem children, a child is to treat its total personality- the child as a whole. So, the whole- hearted involvement of the parents is necessary. So, in this regard, the behavioural problem children may provide therapeutic treatment by some standard professional, who take up the responsibility of exploring the adjustment problems of the child at home and in school. As the parents of behavioural problem children are not very much aware and conversant with the term, they also require counselling so that they can cope up with their circumstances. It is entirely up to the parents how much time they can devote to their child because their patience, love, and care can go a long way in helping the behavioural problem children. Parents have to work patiently with their children. In this regard, a child guidance clinic (CGC) can be considered as more helpful to modify the behavioural problem children.

Stevenson and Smith defined child guidance as "Attempts to marshal the resources of the community on behalf of children who are in distress because of unsatisfied inner needs, or are seriously unable to adjusted with their environment, children whose development is thrown out of balance by difficulties which reveals themselves in unhealthy traits, unacceptable behaviour, or inability to cope with social or scholastic expectations."(kale, 2013.p-191)



It reveals that the aim of the child guidance clinic (CGC) is to discover the underlying causes of the behavioural problem children and without imposing authority and try to modify the behaviour of the children. The child is studied as a whole in a CGC. So to form a team in a CGC, experts from the various fields who are acquainted with the term behavioural problems of children must be there. It is a team approach where a psychiatrist, a social worker, and an educational psychologist form the team.

To be a psychiatrist, the person must be a medical doctor. He should be specialised in psychiatry. He can modify or remove the medical causes of behaviour problem in consultation with other specialists. Until and unless if the child is not thoroughly medically examined and if it is not mentioned that there is no organic disease, a case will not take by the psychiatrist. Because, some other important medical factor may be overlooked. Whenever necessary the psychiatrist can prescribe medicine which will be effectively helpful in the treatment of the children.

To get the realistic picture of the child's interaction with his immediate environment, a social worker plays a very important role. He /She collect the underlying immediate environmental information of the child such as the family life of the child, relationship with his parents, grandparents, peers, schoolmates, teachers and the people associated with him.

A psychologist gives the child's profile as an individual such as his intelligence, personality, aptitudes and interest. He/ she provide the information regarding child's innate abilities and potentialities.

One gets a complete idea about the child's problems after gathering the complete and relevant information. A diagnosis has arrived after complete understanding of the problem and according to the needs treatment is planned.

Though in north east India, there is no any child guidance clinic specially dealt with the normal school going behavioural problem children but in National institute of Public Co-operation and Child Development (NIPCCD), Regional centre, a child guidance centre is available. There are many hospitals having clinical psychologist addressing normal school going children with behavioural problems such as- GMCH, GNRC, Ayusndra, Down town hospital etc. The communication Address of Child guidance centre of NIPCCD is-

Child guidance centre

National Institute of Public Co-operation and Child Development (NIPCCD)

Jawaharnagar, Khanapara. Guwahati-781022

Mail id- nipccdrd@ sancharnet.in

## **5:04: CONCLUSION**

A child is born innocent and if nurtured with utmost care and attention will blossom into a complete person of excellent stature. Children are considered to be the most important asset of this planet. So make them a responsible citizen of tomorrow, every possible effort should be made to provide for their proper and effective development. But unhealthy surroundings, negligence of basic needs, faulty parenting styles, improper school environment, uncongenial teacher-pupil relationship and wrong peer group relationship may turn a child into the unaccepted person of the society.

The early years of the life of an individual are very important in the lifespan. A child's early development has an enormous and a decisive influence on the whole of his/her future life. These years are considered to be most formative and important years of the life of the child. Family and school are the environment where competence especially in behaviour pattern and academic activities are acquired concurrently.

Behavioural problems at any stage of development are a cause of great concern for the educationist and psychologist. India is a developing country with a large population and school children occupy a significant chunk of it. So, behavioural problems of children are the matter of great concern. Helping these children to lead the fruitful life, early identification and appropriate interventions are considered to be most essential. To manage the unaccepted behaviour of the children, emphasis should be given on changing the attitudes of parents, reassuring the parents, working with the family and coordinating the efforts of others who can help these children, especially at school. In this aspect, school teachers can serve as valuable resources both for identifying behavioural problems and providing appropriate support to the child and his/her family as a part of multidisciplinary medical health services provided to them.

Today's child will become an adult tomorrow. In order to become a good human, he needs to be given a good and congenial environment. His conduct must be conformed to the demands of the society to which he belongs. Certain precautionary measures are necessary for making the child away from the bad influence before he attains to adolescence. All the condition that promotes emotionality or help in flaming the fire of behavioural problems must be controlled. Until and unless if such conditions are not properly controlled there can be no hope of reducing the intensity of behavioural problems of primary school children. To modify the unwanted behaviours of the

children, they must bring in contact with the moral principles. So, the child should be given several moral values to inculcate some good principles and he should be induced to observe these values as early as he can. It is the duty of the parents, teachers as well as those who are closely associated with the behavioural problem children to see that all favourable and essential circumstances exist for the reduction of unwanted or deviant behaviours to minimise. This will help the behavioural problem child to improve every aspect of his personality.

In the present study, it has been observed that it is natural to have problems during primary school stage of life but most of the problems decrease with growth and maturity. Children are helpless and immature and they need help and assistance to create appropriate behaviour in this stage of life. Due to the changes of life styles of human beings in these days, the behavioural problems of children take different dimensions. As it is found in the present study that there are several reasons attributed to the behavioural problems children, some family-related variables and some school-related variables are mainly responsible for the development of behavioural problems among the primary school children. The home environment is the main environment where the bases of the behaviour of the children are formed. He is tries to do what he saw at home from his parents or siblings. Behaviours of the children lead personal and social adjustment to society. They develop the feeling of insecurity if there is a lack of love and affection persist in family as well as in school. So parents and teachers must take steps in this direction.

From the present study it is clear in our mind that the important variables which seem to affect every aspect of individual's life are the family. No of children in the family, ordinal or birth order of the child, gender, family type, nature, size, socio-economic

status of the family such as educational qualification of the parents, the occupation of the parents and the monthly income of the family etc. directly or indirectly affect the individual's behaviour pattern. In the previous studies it is revealed that the family where there is only one child have the more behavioural problems but in the present study it has been observed that the family where there is two children are more prone to have behavioural problems. Generally, in the large families, the number of people may have a conflict regarding the sharing of limited amenities. Such conflict may induce feelings of tension and anxiety. But in the present study, children belonging to small families are found more behavioural problems than that of large families. Usually, the behavioural problems of children are more among the single parent family, but in the present study most of the problem children are coming from both the parents' present family. Lack of parental care, pampering nature of the parents, over conscious and over protective nature of the parents, lack of proper parental control, absence of socio – cultural value in the family, neglecting or rejecting behaviour of the parents, lack of adequate behaviours of the teachers towards the behavioural problem children, lack of co-operation and inadequate rapport between parents and children result in the mounting of behavioural problems among the primary school children. Therefore, it is the duty of the parents as well as the family members to make home environment conducive to the adequate conscience building in children

Usually, behavioural problem children experience both social and academic failure at school too. Their behaviours are so persistently irritating to authority figures that they seem to invite punishment or rebuke. So, to maintain a healthy environment on the school campus, it is also thought to leave valuable implication on the teacher's community too. The school is not only responsible for the learning and performance of

the children but also responsible for the development of values, norms, behaviours and social skills too. Teachers' are the builders of the future generation of a nation. They are the shaper of the tomorrow's citizen within the classroom and school campus. Therefore, they can play a great role to prevent children from doing wrong by their positive role modelling and by the depth of their personalities.

As we all know that a child is comes to the society as a pure and innocent entity. He/she does not learn anything from his/her mother's womb. He/she acquires deviant and anti-social behaviours in the midst of the society only. It is the environment who has labelled them as good or bad. So, it is the duty of each and every person associated with them to create a healthy and favourable environment based on unity, equality and humanism for balanced development of the child.

From the present study, it has been clear that now-a day's behavioural problems among primary school children are the most common phenomenon and most emphasis agenda in the present scenario. They create serious problems for the family as well school. So early identification and offer proper preventive measures to the concerned person associated with them are most essential to give the children a better chance for improvements and hope for future to modify the behavioural problems of children.

Some socio-demographic variables such as the age of the children, gender, no of children in the family, birth order of the child, nature, type and size of the family etc. play a vital role in the development of different behavioural problems among the primary school children. Children of the father who are engaged in any other jobs such as labour, sweeper, chowkidar, rickshaw puller etc. show more behavioural problems among them. On the other hand, mothers who are excellent homemakers are unable to develop socially accepted behaviour among their children. Children of those parents

whose educational qualifications are primary level show the majority of the behavioural problems. Moreover, teachers who are considered as a second parent also more or less responsible for the development of behavioural problems among primary school children. Teachers should show positive behaviours towards them and maintain a cordial relation with them to minimise their problems. They should also adopt the effective method of teaching. On the basis of the severity of the problem, the suggestions and remedial measures can be offered across different settings such as at home or in educational settings. In addition, family conflicts, school problems must be minimised. However the present study covered only a small portion of the total sample, it is hoped that the behavioural problems of primary school children will be minimised and they will be given a right kind of environment to grow physically, mentally, socially and morally which will lead them to live as problem free individuals.

#### **5:05: SUGGESTIONS FOR FURTHER RESEARCH:**

Research is a continuous process. It is an unending endeavour. The present study is a small step in the never ending process of investigation. Though in the field of behavioural problems of primary school children some studies have been done in India but the present scenario of the problem is horrible. In the entire north east research studies on behavioural problems are very sparse. The present study is an extension of the ongoing studies on behavioural problems in the state of Assam, especially in kamrup districts. On the basis of the observation and analysis of the present study, the investigator has felt certain areas to be most essential for further study on behavioural problems by the prospective researchers. They are

1. A study can be conducted on the influence of mass media on behavioural problem children.

2. A study can be conducted on the influence of neighbourhood on behavioural problems.
3. A comparative study can be made between the influence of government and the private schools in developing the behavioural problems among the students.
4. In-depth study can be conducted on the other stage of development such as- adolescence.
5. A study can be conducted in the other districts of Assam.
6. A comparative study can be made between the behavioural problem children of urban schools and the rural schools of kamrup districts of Assam.