Behaviour Problems of School Students

Dr. Priti Chaudhari

Assistant Professor in, Department of Education [CASE], Faculty of Education and
Psychology, The Maharaja Sayajirao University of Baroda, Vadodara- 390002.

Abstract: Most children have some behaviour problems at sometime or the other. Behaviour problems arise from conditions within the child or from external influences effects of which are often not noticed or understood by others. Behaviour problem's of children range from extreme withdrawal to intense hostile aggressive behaviour. In classroom students with behaviour problems try to cope with their problems in their own ways which, at times, become troublesome for others. Teacher and parents are faced with the difficulty of dealing with the behaviour problems of their children. Behaviour problems of children often interfere with the learning process and are incompatible with their educational program. The behaviours reflecting behaviour problems range from extreme withdrawal to intense hostile aggression. These students, if not identified and helped during their school days would continue to have difficulties dealing with society and their problems may become progressively more serious later in life.

Children who have behaviour problems require the help of parents and teacher to understand and deal with them so that their trouble can be reduced and are able to cope better with their academics and improve their personal life. They should try to identify the cause of the behaviour problems within the child or in the environment. For this they need to value the good and positive aspect within the person and help them replace their behaviour problem with more socially appropriate responses. Teachers and parents should use positive rather than punitive methods for correcting behaviour problems. Under certain conditions punishments can be effective. In deciding which type of corrective measures to employ, the teacher and parents should take into account its problem effects on child's mental health and character formation, the effects on the morale and attitudes of other students. Corrective measures should also be suited to the individual students.

Introduction:

Most children have some behaviour problems at sometime or the other. Behaviour problems arise from conditions within the child or from external influences effects of which are often not noticed or understood by others. Behaviour problem's of children range from extreme withdrawal to intense hostile aggressive behaviour. In classroom students with behaviour problems try to cope with their problems in their own ways which, at times, become troublesome for others.

Teacher and parents are faced with the difficulty of dealing with the behaviour problems of their children. Behaviour problems of children often interfere with the learning process and are incompatible with their educational program. The behaviours reflecting behaviour problems range from extreme withdrawal to intense hostile aggression. These students, if not identified and helped during their school days would continue to have difficulties dealing with society and their problems may become progressively more serious later in life.

Types of Behaviour Problems:

Behaviour problems have been classified into given types:

- ❑ **Classroom Disturbance:** The extent to which the child teases and torments classmates, interferes with other's work and is quickly drawn into noise making and must be controlled.
- ❑ **Impatience:** The extent to which the child starts work too quickly, is sloopy in work, is unwilling to go back over work and rushed through work. Physically more active and restless.
- ❑ **Disrespect-Defiance:** The extent to which the child speaks disrespectfully to teachers, resists doing what is asked of belittles the work being done and breaks classroom rules.
- ❑ **Achievement Anxiety:** The extent to which the child gets upset about tests and scores and is sensitive to criticism or correction.
- ❑ **External Reliance:** The extent to which the child looks to others for direction, requires precise direction and has difficulty making one's own decisions.
- ❑ **Inattentive-Withdrawn:** The extent to which the child loses attention, seems to be oblivious to what transpires in the classroom and seems difficult to reach, or is preoccupied.

- ❑ **Irrelevant-Responsiveness:** The extent to which the child tells exaggerated stories, gives irrelevant answers, interrupts when the teacher is talking and makes irrelevant comments during classroom discussion.
- ❑ **Need for closeness to teacher:** The extent to which the child seeks out the teacher before or after class, offers to do things for the teacher, is friendly towards the teacher and likes to be physically close to the teacher.
- ❑ **Anxiety Depression:** The child seems to be tense with face drawn and rigid, cries easily at the smallest pretext, does not talk to anyone, doesn't take interest in things. The child gets upset about test and test scores, sensitive to criticism or correction.
- ❑ **Quick and Withdrawn:** The child is withdrawn and quiet in the class, doesn't have friends and is mostly isolated. Tends to be very self-centred, preoccupied with own thoughts and problems and disinterested in or unenthusiastic about anything else.
- ❑ **Aggression and violence:** A hostile or angry behaviour directed to harm or injure a person or property.
- ❑ **Attention Deficit:** The child has difficulty in attending to tasks and instructions for any length of time. Easily distracted, fidgets excessively, has difficulty in sitting still.
- ❑ **Truancy:** The child who is frequently absent in school for vague reasons or minor ailments.
- ❑ **Physical Injury:** Recurrent and multiple injuries are observed for which no adequate evidence is given for delay medication, spots like strap marks, bites and burns.

Causes of Behaviour Problems in Students:

The causes of a particular child's behaviour problem is, in all probability a peculiar combination of some of the contributing factors which we shall discuss, plus, perhaps some others which we are not as yet aware of which have been overlooked.

- ❑ **Personal and Social Needs:** A child's need for attention, recognition, approval and belonging are just as real and compelling as the need for food and drink. A child deprived of attention might resort to any activity which promises being into the limelight. A child or adolescent often does not know how to get social satisfaction properly. For example, the bully, the liar, the show off, the joker, the habitual interpreter is probably trying to satisfy social needs.

- ❑ **Effects of Maturation:** Regardless of what an individual's chronological or even mental age may be, s/he may be no more mature in self control or human relations than an average individual some years his/her junior. Behaviour problems such as temper tantrums, negativism and boisterous, attention getting devices are indicative of immaturity.
- ❑ **The Teacher and Classroom Condition:** Some behaviour problems may be attributed to the teacher. It is improbable that any teacher consciously invites misconduct, but many do so inadvertently. Teacher who are sarcastic or who humiliate their students and those who are downright unfair to them earn the animosity of the students and they become intent on seeking means of gaining revenge.
  Another aspect is to be considered is the physical dimension of the classroom itself, particularly the size of the room, the number of students and the seating arrangements. The greater the number of students in the class, the less opportunity there is for anyone to obtain the attention s/he wants and needs. The more crowded the room, the greater is the opportunity and temptation for a student to misbehave, if for no other reason than that there is less likelihood for his/her being singled out and observed. The crowdedness of a room might also, of course, have a bearing on the student's physical discomfort by necessitating restrictions on bodily movement which are not conducive to normal classroom behaviour.
- ❑ **Social and Cultural Conditions:** Among the socio-cultural factors which have been found to contribute to the misbehaviour of children and youth are certain television shows, movies, comics and magazines in which they encounter violence, horror, sadism, flagrant, disregard of principles of decency and morality. However, we would justified in asserting that Raman does such and such because he watches the wrong television shows, but we might be correct in maintaining that given Raman's social, emotional, intellectual and cultural back ground and considering other influences acting upon him, the viewing in question might affect what he does in a particular situation and how he does it.
- ❑ **Home Conditions:** Various kind of unsatisfactory home conditions are also the factors contributing to student's misbehaviour. Students whose home have been broken by the death of a parent, divorce or separation or by the prolonged absence of both parents for business of social reasons probably lack the firm but loving parental

guidance they need for satisfactory adjustment in school life. Feelings rejected or indeed dejected, they might attempt to compensate by restoring to different forms of behaviour.

- ❑ **Occasional Lapses:** In some instances, none of the factors that have been mentioned above might be applicable. The explanation of misbehaviour might be the simple fact that students were unaware of a certain regulations or that they had forgotten it, or that they did not think it would be enforced or that they were carried away in the excitement of a moment and did something that they know they shouldn't have done and wouldn't if they had only stopped to deliberate before acting.

a) Truancy: The truancy means the student is escaping from an intolerable situation in which the school programme brings nothing but failure, shame, disgrace and ridicule from peers or the student is suffering from serious emotional conflict. In either case truancy is a symptom demanding immediate attention from a psychologist or responsible adult.

b) Withdrawn: Rani was in the sixth grade. The teacher noted that she was unusually quiet, she did not speak to the other students; she did not play with them. The students ignored her because she so successfully pulled within herself. In an endeavour to help Rani, the teacher tried giving her special tasks or 'privileges' making another quiet child or friendly student sit with her. Rani did her work quietly but began showing interest very slowly. The teacher decided that it was not helping her so called for her mother. The teacher talked to the mother about Rani's withdrawing silent behaviour. They realized that Rani's younger sibling was getting much more attention from the parents and she was burdened at a young age.

c) Stealing: It is a common symptom noted in certain disturbed children. For example the teacher found Rs. 500/- missing from the students welfare fund. However, a few days before the teacher had heard some students talking about Romesh spend money on treating his friends to pepsi for two nights in a row.

d) Anxiety and Fear: Anxiety elicits both maladaptive and adaptive behaviour patterns. Anxiety becomes a maladaptive behaviour because of its intensity, duration and inappropriate expression in response to situations. Anxiety is also an adaptive function and necessity for prevention and preparation to meet various challenging situations in life, like exams.

Role of Parents:

Adolescents are dependent primarily on their parents to socialize them, to protect them and meet their needs. Competent parents may tend to produce competent children and inadequate or rejecting parents may permanently disable their children. Despite the importance of adequate parenting practices, such skills are taught only informally, mostly by examples within families. Instructions on parenting and in behavioural principals might help to prevent parental mishandling of children and to promote optimal child development. Most parents seek such instructions only after their children have developed troublesome problem behaviours, not as an instructional or as a preventive measure.

New directions in the prevention and treatment of children's behaviour problems have included training programs offered for parents and self regulation training for children. Behavioural parent training programs have become popular and proved effective in alerting parent-child interactions and have positive effects on the entire family.

Parent Management training entails training parents to interact more effectively with their children and use various behaviour principles e.g. reinforcement, extinction and punishment, to increase prosocial behaviour. It focuses on directly offering positive patterns, reducing coercive interchanges between parents and child and enhancing prosocial behaviour through systematic reinforcement. Efficiency of this method depends upon the type of family, intensity of the treatment e.g. duration, supervision in the house, and several parent and family factors e.g. parental discord and psychopathology. However, dysfunctional families may produce little or no change.

Conclusion:

Children who have behaviour problems require the help of parents and teacher to understand and deal with them so that their trouble can be reduced and are able to cope better with their academics and improve their personal life. They should try to identify the cause of the behaviour problems within the child or in the environment. For this they need to value the good and positive aspect within the person and help them replace their behaviour problem with more socially appropriate responses. Teachers and parents should use positive rather than punitive methods for correcting behaviour problems. Under certain conditions punishments can be effective. In deciding which type of corrective measures to employ, the teacher and parents should take into account its problem effects

on child's mental health and character formation, the effects on the morale and attitudes of other students. Corrective measures should also be suited to the individual students.

References:

Government of India. (2010). *The Challenges Facing Skill Development in India: An Issues Paper.* Institute of Applied Manpower Research Planning Commission, New Delhi.

Griffith University. (2002). The Griffith Project. Brisbane, Australia, Griffith University.

Kochher, S. K. (1984). *Educational and Vocational Guidance in Secondary Levels*. New Delhi: Sterling Publishers.

Lauglo, J. (2005). *Vocationalisation of secondary education revisited*. In J. Lauglo and R. Maclean (ed.). Vocationalisation of Secondary Education Revisited. Dordrecht, Netherlands, Kluwer.

Ministry of Human Resource and Development (1986). National Policy on Education. New Delhi: Govt. Of India.

Mishra, R. (2013). *A study on Guidance programme in Secondary schools of Vadodara city.* (Unpublished M.Ed. dissertation). CASE. The M. S. University of Baroda, Vadodara.

Samuel, H. O. (1983). Theories of career development. The Ohio State University, Prenitce Hall Inc., EnglewoodCliffs, New Jersy

Schulte, P. (2005). *Changes of the employment market and the implications for vocational training in universities.* Paper presented at the international seminar on Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market and the Work-Place, Bonn, 8–10 September.