

A Comparative Study of Problem Behavior on Primary Level Students Belonging to the CBSE Schools

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Abstract

This study investigates the prevalence, types, and possible causes of Problem Behavior among students aged 9–10 years in primary classes in CBSE Schools. The research aims to understand how behavioral issues such as Violent and Destructive Behavior, Misbehavior with Others, Self Injurious Behavior, Hyperactivity and Rebellious Behavior affect classroom dynamics and learning outcomes. A descriptive survey design was conducted to assess the behavioral problems in school going children of Grade IV and V belonging to CBSE Schools using standardized tool. **Problem Behavior Survey Schedule (PBSS)** by **Dr. S. Venkatesan, Prof. of Clinical Psychology, AIISH, Manasagangotri Mysore, India** was used for the survey. A sample of 91 students (boys and girls) was tested following standard procedure and scoring methods. The findings revealed that Problem Behaviors are common in this age group, with Violent and Destructive Behavior being the most frequently observed. The study highlights the need for early intervention strategies and recommends increased collaboration between school management, teachers, parents, and school counselors to support students displaying problematic behaviors. These findings contribute to the field of educational psychology and emphasize the importance of holistic approaches to student development.

Keyword: Problem Behavior

Introduction

Problem behavior in children encompasses a range of actions that can be challenging for parents, caregivers, and educators to manage, including Violent and Destructive Behavior, Misbehavior with others, Hyperactivity and Rebellious Behavior, Temper Tantrums, Repetitive and Odd Behaviors, Antisocial Behaviors and Self-Injurious Behaviors. These behaviors often stem from a complex interplay of factors, such as emotional struggles, developmental challenges, environmental influences, and individual temperament. For instance, a child may exhibit aggressive behavior due to difficulties with emotional regulation, while another might display defiance to assert independence. Understanding the underlying causes of problem behavior is crucial for developing effective strategies to address it. This may involve setting clear boundaries, teaching coping skills, providing a supportive environment, and offering positive reinforcement for desirable behaviors. By adopting a comprehensive and empathetic approach, caregivers can help children manage their behavior, develop healthier habits, and improve their overall well-being. Behavioral problems in students are a pressing concern that can hinder academic

success and emotional well-being. These problems, such as disruption, aggression, and social withdrawal, can stem from internal factors like emotional struggles, learning disabilities, and personality traits, as well as external factors like family dynamics, peer relationships, and school environment. By acknowledging the complexities of these issues and providing supportive and inclusive learning environments, educators and parents can work together to address behavioral problems, promote social-emotional learning, and empower students to reach their full potential.

Problem Behavior

The term ‘Problem Behavior’ can be defined as any or all observable and measurable actions which are negative, maladaptive, undesirable, or problematic for the individuals or to others around. It can be potential source of harm to self or others. They may be likely source of problem or discomfort for the child or people around, are age inappropriate for the age or developmental level of the child, social deviant, cause great strain on caregivers, interfere in teaching/learning new skill behaviors or in the performance of already learned old skill behavior in the child (Venkatesan 2004). Examples of problem behaviors are hit others, screams, stamps feet, roll on floor, pulls objects from others, sucks thumb, hoards unwanted things, bangs head, does not sit one place for required length of time, etc.

Objective of the Study

To compare the mean scores of Violent-Destructive Behavior of girls and boys belonging to CBSE School.

Hypothesis of the Study

Ho: There is no significant difference in the mean scores of Violent-Destructive Behaviors of girls and boys belonging to the CBSE School.

Delimitations of the Study

1. This study is limited to a particular geographical location of Madhya Pradesh in the Central India of Indore city alone.
2. The student sample collected is limited only to one school of CBSE Board in Indore City.
3. Participants are limited to the age category of 9 years and above.

Review of Literature

• A Descriptive Study of Behavioral Problems in School going Children

Researcher: Anindya Kumar Gupta, Monica Mongia, Ajoy Kumar Garg

Journal: Industrial Psychiatry Journal, 2017

This study assessed behavioral, cognitive, and emotional problems among 500 schoolchildren aged 6–18 years using standardized tools like the Pediatric Symptom Checklist (PSC), Youth PSC (Y-PSC), and Child Behavior Checklist (CBCL). Findings revealed that 22.7% of the children exhibited behavioral issues, with externalizing symptoms (e.g., argumentativeness, restlessness, hyperactivity) more prevalent among boys. The study emphasized the importance of regular screening in schools for early identification and intervention.

• Problem Behavior in Childhood and Adolescence: A Developmental Perspective

Researcher: Jessor, R. & Jessor, S. L., 1977

Journal: Journal of Youth and Adolescence

This foundational paper presents a theoretical framework known as Problem Behavior Theory (PBT), which views problem behaviors (e.g., aggression, substance use, defiance) as the result of complex interactions between personality systems, perceived environment, and behavior systems. The study was based on survey data from adolescents and highlighted that problem behavior often serves a developmental function (e.g., asserting independence). The research stressed the need for holistic prevention strategies that consider the social and psychological contexts in which these behaviors occur.

Research Methodology

Design

The design is a set of instructions that will enable the researcher to examine hypotheses. The selection of a specific design is dependent on the objectives of the experiment, the kinds of variables tested and other factors like limitations. This is a survey study based on teacher's observation because the researcher aimed to find out the presence of various types of problem behavior in children. The sampling method was non-random and non-probability with purposive and convenient sampling method.

Population

In the current research Primary students of classes IV and V belonging to CBSE Schools in Indore city form the population of the study.

Sample

In the current research 91 students of classes IV and V belonging to SICA School of Indore city form the sample of the study.

Tool

The tool used in this study is the **Observation Sheet – Problem Behavior Survey Schedule (PBSS)** by: - *Dr. S. Venkatesan Prof. of Clinical Psychology, AIISH Manasagangotri, Mysore, India*. This tool has been employed to systematically record and document observations of behaviors, events, or phenomena.

Procedure of Data Collection

For data collection, the researcher obtained necessary permission from the Principal of the selected school. Researcher used a standardized survey sheet to make observations. After collecting the surveys, the researcher organized the data and analyzed it using basic and advanced statistical methods. The researcher then analyzed the data using both descriptive and inferential statistical methods to draw conclusions from the observations. Once the surveys were completed and collected, the researcher tabulated the data, organizing it for further analysis. The data was then analyzed using both descriptive and inferential statistical methods. This combination of analysis techniques allowed the researcher to gain insights into the observations and make data-driven conclusions about the study's findings.

Analysis and Interpretation

Following the data collection phase, the collected data was processed and organized into tables using **Microsoft Excel**. Descriptive statistics are methods of summarizing and presenting data in a meaningful and easily understandable way. These statistics provide a concise overview of the main features of a dataset, facilitating a better understanding of its characteristics. Here are some common descriptive

statistics: Measures of Central Tendency (Mean, Median and Mode), **Measures of Dispersion (Range, Variance and Standard Deviation) etc.**

Table No. 02 Table showing the Means, S.D. and t- value for the problem related to mean score of Violent-Destructive Behavior of girls and boys.

S. No	Group	N	Mean	SD	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	Boys	55	4.25	2.28	2.09	1.87	2.02	Significant
2	Girls	36	3.33	1.94				

$$Df = N1 + N2 - 2 = (55 + 36) - 2 = 89$$

Interpretation: From the above table it is revealed that the mean score of problem related to Violent-Destructive Behaviour of boy students of secondary school is 4.25 while the mean score of problem related to Violent-Destructive Behaviour of girl students of CBSE School is 3.33.

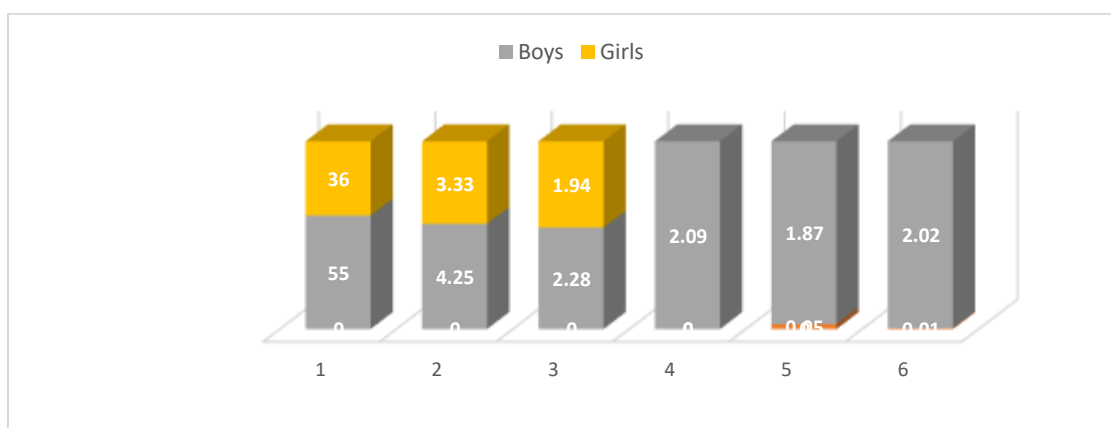
Similarly standard deviation of problem related to Violent-Destructive Behaviour of boy students of secondary school is 2.28 and the standard deviation problem related to Violent-Destructive Behaviour of female students in secondary school is 1.94. It means that there is a variability in the mean scores of problems related to Violent-Destructive Behaviour of boys and girl students of CBSE school.

Findings:

The above table also indicates that the calculated t- value is 2.09 while the table t- value at 0.05 level and 0.01 level of significance are 1.87 and 2.02 respectively. It means that the calculated t-value is greater than the table t value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore, there is significant difference in problem related to Violent-Destructive of boys and girls CBSE school therefore the above said null hypothesis is rejected.

Conclusion:

There is a significant difference between statement of the girl students and problems related to Violent-Destructive of students. It is also inferred that the girl students of secondary school face more problems related to Violent-Destructive Behavior as compared to boy students of CBSE.



Histogram showing the Means, S. D. and t- value for the problem related to mean score of Violent-Destructive Behavior of girls and boys.

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