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CHILD BEHAVIOUR ANXIOUS PROBLEM AMONG SCHOOL GOING CHILDREN OF LUCKNOW CITY

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ABSTRACT

Anxiety is a normal part of childhood, and every child goes through phases. When children become anxious more easily, more often and more intensely than other children, they may be diagnosed with an anxious disorder. Having an anxious ('internalizing' behaviour) temperament often means that children react more to threats in the environment. The 20% primary schools from each zone were selected from the list based on the availability and permission granted by the school authorities to conduct the study. The class teachers of IV and V class were introduced by the principal. A rapport with the teacher was built and academic results of the last session of the students, of their class were obtained. A list of higher achievers (10%) and lower achiever (10%) from each class and school was prepared for inclusion as sample. Thus, a total of 1240 students selected. Based on the child behaviour check list obtained from the parents, it was found that most of the children (59.52%) were anxious sometime, 32.58 per cent were never anxious and only a few (7.90%) were more anxious. Teachers Report Form (TRF) revealed that most children of the study (65.40%) were anxious sometimes while 31.45% were never anxious. Rest of the children (3.15%) were anxious for more times. The study also examined a case of child with more times anxious behaviour and provided appropriate intervention and evaluated it.

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INTRODUCTION

Anxious are characterized by persistent, irrational, and overwhelming worry, fear, and anxiety that interfere with daily activities. These are real disorders that affect how the brain functions. Symptoms vary but they can include irritability, sleeplessness, jitteriness or physical symptoms such as headaches and stomachaches. Anxiety is a normal part of childhood, and every child goes through phases. Some may eat only orange foods or count in twos. Others may have an imaginary friend or have recurring nightmares about monsters under the bed. Anxiety interferes with their ability to do things that other children their age do easily. When children become anxious more easily, more often and more intensely than other children, they may be diagnosed with an anxious disorder. The most common anxiety disorders in children of primary school age are school refusal, phobias, separation etc. When anxiousness can lead to school refusal, children refuse to go to school as a result of anxiety it is usually accompanied by

physical complaints, such as stomach aches or headaches. Phobia that is another type of anxiety, diagnosed when particular objects, situations or events such as injections, spiders or heights bring about intense fear and avoidance even though realistically the threat of harm is small. Having an anxious ('internalizing' behaviour) temperament often means that children react more to threats in the environment. This appears to be partly an inherited characteristic. Children with anxious temperaments are often cautious in their outlook and shy in relating to other people. Sometimes stressful events trigger problems with anxiety. Children who experience more stressful events over their lifetime than others or who have gone through particularly traumatic events may experience increased anxiety (www.psychologytoday.com).

All children can be naughty, defiant and impulsive from time to time, which is perfectly normal. However, some children have extremely difficult and challenging behaviours that are outside the norm for their age. (www.betterhealth.vic.gov.au) Last updated 08/26/2015). Parents have the ability to shape their children's behavior towards both good and bad results. All behaviors are shaped by rewards that are given to them. A common mistake that parents make is to accidentally reward

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their children's bad behavior. On the other hand behavior that is not rewarded, but instead punished, will often weaken and therefore decrease (Clark, 1996). Learning may also play a part in the development of an anxiety disorder. Some anxious children may learn that the world is a dangerous place. They may learn that it is easy to get hurt either physically or socially. They may fail to learn positive ways to cope and depend more and more on unhelpful ways of dealing with situations that cause them anxiety (www.psychologytoday.com).

Anxiety over situations such as answering, and asking questions in class, attending social events, showing assertiveness, and being in front of peers can often times lead to avoidance of many different social situations, including school (Fisher, Masia-Warner and Klein, 2004). Anxiety can be seen as a cause and effect of poor school performance. Students can be overwhelmed which causes anxiety, and then in turn their poor performance can produce more anxiety. Anxiety can interfere with focusing attention, learning and test taking. Highly anxious students feel the need to divide their attention between learning the new information being presented while worrying about the evaluation of the information being taught. Many highly anxious students have poor study skills, and if the information being presented is not done so in a well-organized manner the anxiety levels in these students may increase (Woolfolk, 2007).

MATERIALS AND METHODS

The present study was conducted in Lucknow city (urban). To conduct the study, multistage stratified sampling design was adopted. To draw out the sample, the list of primary school of Lucknow city was collected by search on internet. Lucknow city was then divided into five zones on the basis of National Highways. The 20% primary schools from each zone were selected from the list based on the availability and permission granted by the school authorities to conduct the study. The class teachers of IV and V class were introduced by the principal. A rapport with the teacher was built and academic results of the last session of the students, of their class were obtained. A list of higher achievers (10%) and lower achiever (10%) from each class and school was prepared for inclusion as sample. Thus, a total of 1240 students selected.

The study was limited to primary school children studying in IV and V classes in Lucknow city urban areas of U.P. The study was planned on the lines of normative survey method of research, which was a fact finding with adequate interpretation in the light of the effects that was evident. Parents of these selected students were contacted by the help of class teacher on the occasion of parent teacher meeting. Effort was made to involve father as well as mothers in the study. Data on externalizing, internalizing and total problem composites, demographic information including child characteristic, parental style, educational qualification, and professional occupations were collected through general information schedule (prepared by investigator). Class teacher/ teacher knowing that student for at least two year was asked to report about the target as a sample of child behavior in the last six months through CBCL, the teacher form. To know the realities connected with the variables of the study 10% students and

their families in all was randomly selected for case study. Case study schedule was prepared for interviewing parents and talking to each case. The study also examined a case of child with more times anxious behaviour and provided appropriate intervention and evaluated it.

RESULTS AND DISCUSSION

The salient finding of the research are presented in Table 1.

Table 1. Anxious behaviour of children on Child Behaviour Check list (CBCL) scale

| S. No | CBCL Anxious | Class IV (n=661) | | Class V (n=579) | | Total (n=1240) | |
|-------|--------------|------------------|-------|-----------------|-------|----------------|-------|
| | | N | % | N | % | N | % |
| 1 | More time | 53 | 8.55 | 45 | 7.26 | 98 | 7.90 |
| 2 | Sometime | 365 | 58.87 | 373 | 60.16 | 738 | 59.52 |
| 3 | Never | 202 | 32.58 | 202 | 32.58 | 404 | 32.58 |

Based on the child behaviour check list obtained from the parents, it was found that most of the children (59.52%) were anxious sometime, 32.58 per cent were never anxious and only a few (7.90%) were more anxious. Class wise it was revealed that IV and V class children were anxious sometimes (58.87% and 60.16% respectively), followed by never (32.58% each). A few were anxious more time (8.55% and 7.26% respectively).

Table 2. Anxious behaviour of children on Teachers Rating Form (TRF) scale

| S. No | TRF Anxious | Class IV (n=651) | | Class V (n=579) | | Total (n=1240) | |
|-------|-------------|------------------|-------|-----------------|-------|----------------|-------|
| | | N | % | N | % | N | % |
| 1 | More time | 32 | 5.16 | 7 | 1.13 | 39 | 3.15 |
| 2 | Sometime | 400 | 64.52 | 411 | 66.29 | 811 | 65.40 |
| 3 | Never | 188 | 30.32 | 202 | 32.58 | 390 | 31.45 |

Teachers Rating Form (TRF) revealed that most children of the study (65.40%) were anxious sometimes while 31.45% were never anxious. Rest of the children (3.15%) was anxious for more times. Class-wise 66.29% and 64.52% children from class V and IV respectively were anxious sometimes, whereas 32.58% and 30.32% children of class V and IV respectively were never anxious. A few of the children of Class IV and Class V (5.16% and 1.13% respectively) had been reported anxious for more times. The case of anxious behaviour and the result of the intervention is presented below.

Case study of Pawan – a case of anxious behaviour

Pawan, as the case was being called, is a V grade student. He belonged to a joint family, had two other siblings: a younger brother in six grades and a two years old sweet sister. His father is a businessman and his mother is a house wife. The family income was low. His father is a post graduate and mother is a graduate. Through the Child Behaviour Check List it was found that internalizing behaviour problem raw score was 69 and externalizing 70 and the total problem score was 72. The TRF test result was found that internalizing behaviour problem 63 externalizing 65 total problems were found 64. In Home Environment Inventory test showed results that his home environment was found low in control, conformity

nurturance. Her parents were high protective, rejection and permissive, punishment and social isolation. Reward, deprivation found average. G cultural fair intelligence tests revealed that IQ level of Pawan was low. Ms. Shalini Mishra (mother) said she was concerned with his behavior and that he is struggling in mathematics and English. Pawan was in a constant bad mood usually early in the morning before school begins and showed signs of anxiety. In addition, she said that confessed that she rarely checked his homework and that could be the reason why his home work was not complete. Therefore, intervention was planned for Pawan.

Intervention

Miss Rachna Gupta was a Class teacher of Pawan Mishra as well as English teacher of V standard. She was interview on 25.04.2013. She was very hard working teacher of New Krishna Publish School, Pakri pul. She discussed about Pawan Misra's behaviour in class room and told that Pawan was too slow, confused, had less concentration ability, dependent and overtired. He needed attention because some time he was nervous him in the classroom and talked to his class teachers. Among class of students, he not only did not concentrate in class and disturbed other students and had difficulty in interacting with other students. Pawan very argumentative and short tempered with the other students. After speaking with his fifth grade teacher she stated that she had a very difficult year with Pawan. On many mornings, Pawan screamed and cried in class and rarely completed any class or homework. Even after conferencing with his parents, his academic performance did not improve.

Pawan's current teacher said that he doesn't cry and scream, but that he doesn't complete class or homework. The few instances he did completed some work, it was very sloppy. His class IV grade teacher, Miss Geeta Singh, said that Pawan had the potential to do so much more in class because when giving oral responses, it is clear that he understands the daily lessons, but fails with the written work. Pawan's academic records for the last three year were recorded from his report card, to plan intervention and develop strategies to help a child. He had received below average grades in reading and language. His grades in math and English were worse. He had earned far below basic grades. The second concern was his interaction with other children and temper. To attempt address the problems, it was suggested to shorten the length of assignments in order to keep Pawan motivated to finish work. Miss Geeta recommended after school tutoring and summer school classes for Pawan. Pawan was given simple six questions as pre-test. The questions asked were as following:

- I complete and turn in my homework;
- I try my best when the teacher gives me work to do;
- I listen when the teacher is talking;
- I always have my pencils, paper, and crayons ready to work in class;
- I like to read when my work is finished;
- My class work is neat.

After each question Pawan bubbled in a response to the question. The happy face was a response for always; the neutral face was a response for sometimes; the sad face means

never. The final question was a sentence completion: The best thing about me is...

The questions were put up as pre-test. The pre-test had to be repeated as he started to cry in the middle of administration. But when assured that the information provided by him shall be kept confidential, he finally understood the purpose of my pre-test and he stopped crying. Pawan seems to be aware of the areas he is deficient- not listening, sloppy class work, and not trying his best. He said he sometimes turns in homework and had materials ready for class. He did not seem to be aware of his strengths and weakness as because on the last question he wrote that the best thing about him was to be good and listen.

Intervention

The aim of interventions targeted on two areas: improvement in homework and academic performance for three months.

Home Work

The first area for intervention was homework. After building a good rapport with mother of Pawan and ask her permission and co-operation to execute intervention to Pawan regarding his homework. Paperwork for a mock homework was planned and given to Pawan. His work copies were time to time seen so that Pawan believed that someone was checking his daily progress of his work and he would be more likely to complete the mock homework. Each Monday the new mock homework was given for the week to Pawan and discussed with Pawan. The directions for each assignment were given to Pawan and it was made sure that he understood what was expected of him. Each Saturday if all his homework was completed he was allowed to choose a prize from the home treasure box. That is why he was completing each assignment. Next, Pawan was given target that by what time each day his homework was to be completed with mutual consensus. Interestingly, mother reported behaviour change in Pawan as everyday Pawan would come home, grab a snack to eat, and he would devote thirty minutes to completing his homework. After completing his homework, his mother would sign the papers and the next day he would return the assignment to investigator. When Pawan was able to do homework he could understand that what he thought was hard about the work was simple.

Academic Performance

The goal of intervention regarding Pawan's academic performance was to help him feel lovable and capable of performing academically. The approach of intervention was to determine some of his abilities and to provide continuing affirmations of these abilities. During seven weeks of intervention, Pawan was met two times per week for individual counseling during the afternoon in the school area. Individual counseling activities, such as "Doing homework at the same hour every day, reducing distraction, divide big task into small tasks" were conducted. One of his abilities was revealed by completing the sentence, "I can..." Pawan was then helped to see that how he can use these abilities to help him in class to complete his work and to be successful. In addition, Pawan was told how a student behaves when he was

ready to listen to a teacher. Role play method in a mock situation was used to demonstrate how a student should behave. The investigator modeled how to have his materials ready on his desk when it was time to work; how a student sits when he is listening to the teacher; and how to turn in neat work.

Evaluation

Pawan made the biggest improvements with his homework. During the seven week period he missed only two assignments, whereas before the intervention, Miss Geeta reported Pawan rarely turned in his homework. She said on a few occasions, she found that he is better after step by step the positive reinforcement of choosing a prize each Saturday excited him. There were also some improvements with his academic performance. Together, we discovered some of his abilities and he was taught to use his abilities in the classroom. For example, Pawan realized he is a good reader. He was advised to show his teacher, Miss Geeta just how well good reader he was. Miss Geeta reported Pawan was now focusing more on his work and actually completing more assignments. Now during the Reading/Language Arts block of time, instead of not turning in any assignment.

Pawan is now reported to be completing about 70% of his work. Pawan was still struggling with his concentration and cooperating with others. Given the time, the parents and teachers were satisfied with the improvement and hoped he will continue to progress.

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