

BEHAVIOURAL PROBLEMS OF SCHOOL CHILDREN

By

Shareen Chauhan

(L-91-H.Sc.-152-M)

DUPLICATE

Thesis

**SUBMITTED TO PUNJAB AGRICULTURAL UNIVERSITY
IN PARTIAL FULFILMENT OF THE REQUIREMENTS**

**FOR THE DEGREE OF
MASTER OF SCIENCE
in
CHILD DEVELOPMENT**

**Department of Child Development
College of Home Science
PUNJAB AGRICULTURAL UNIVERSITY
LUDHIANA-141004**

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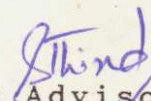
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DEDICATED
TO MY PARENTS
and
DEAR BROTHER

CERTIFICATE I

This is to certify that this thesis entitled, Behavioural problems of school children submitted to the Punjab Agricultural University, Ludhiana, in partial fulfilment of the requirements for the degree of Master of Science in the subject of Child Development (Minor Subject : Agricultural Extension), is a bonafide research work carried out by Shareen Chauhan (L-91-HSc-152-M), under my supervision and that no part of this thesis has been submitted for any other degree.

The assistance and help received during the course of investigation have been fully acknowledged.


Major Advisor

(MRS. S.K. THIND)

CERTIFICATE II

This is to certify that the thesis entitled, Behavioural problems of school children, submitted by Shareen Chauhan (L-91-HSc-152-M) to the Punjab Agricultural University, Ludhiana, in partial fulfilment of the requirements for the degree of Master of Science in the subject of Child Development (Minor Subject : Agricultural Extension), has been approved by the Student's Advisory Committee after an oral examination on the same, in collaboration with an External Examiner.

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Shareen Chauhan
SHAREEN CHAUHAN

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CHAPTER I

INTRODUCTION

Behaviour problem among children is a very important area of research because the adults personality depends upon the early childhood experiences. No child grows up without exhibiting some problem behaviour or other at some time or another. When the urge to grow is inhibited or thwarted the child reacts with assertion of his independence, resentment or rebellion against the interfering persons or circumstances. However, problem behaviours, although normal for a child to develop, should not be ignored.

There are many studies showing early childhood experiences and personality in later years. A lot of studies (Dhoundiyal, 1984; Sinha, 1982; Huesman and Eron, 1986; Singh and Singh, 1989) have been conducted on the other developmental aspects of children. There is a need to do research on the behavioural problems of children due to high competition and more

environmental pressures in the present day society. The young children may be facing some difficulties in their adjustment at home as well as school.

Children form a large percentage of the population of our country, hence their overall health carries a great significance. Since children with behavioural problems and delinquency have a discernible pattern of abnormal behaviour in early years, the importance of early detection cannot be ignored. In the western countries extensive studies have been done to study behavioural problems in children belonging to different age groups. In India, only a few studies related to behaviour problems in children have been carried out. The present study was conducted with the objectives to determine the prevalence of behaviour problems among school children and their relationship to the social surroundings.

The term 'behaviour problem' is used to designate a deviation in behaviour from the one expected or approved by the group. Behavioural problems may be defined as transient symptomatic reactions to an immediate situation or an internal emotional conflict and unless the symptoms are indicative of an organic brain disease or the major

adult syndromes the problems are usually classified as adjustment reactions of infancy, adulthood or adolescence (Shanmugam, 1980).

Problem behaviour is that behaviour which makes life difficult and unsatisfactory for the child and his parents (Hurlock, 1974). In Varma's (1964) view, behaviour problem is nothing but a deviation from the accepted pattern of behaviour on the part of an individual in society.

The behaviour problems of children have been categorized into two major groups. First, the behavioural problems or disorders covered under the psychotic and severe neurotic abnormalities. Second the adjustment problems like hyper activity, isolation, shyness, stubbornness, anxiety, fears, aggression, truancy, lying, stammering, delayed language development, dependency, nail-biting, thumb sucking, bed wetting, some other eating and sleeping problems, etc. This second category of behavioural problems are to be investigated in the present study.

Disorders like bed-wetting, thumb-sucking, nail-biting, shyness, etc. are called minor disorders because they are not as harmful as the major disorders like lying, truancy and delinquency

which causes grave problems to the individual and the society. The delinquent child is he whose anti-social tendencies appear so grave that he becomes or ought to become the subject of official action. Delinquency is a product of aggression which is aimed at destroying or changing the environment. But this rebellion is mostly against the social conditions which deny the individual his basic rights and the satisfaction of his individual needs.

In the light of the above discussion the present problem may be taken as a study of behaviour problems of school children.

OBJECTIVES

1. To observe the occurrence and types of behavioural problems in school-age children.
2. To compare upper and lower socio-economic status of children for the types and occurrence of behavioural problems.
3. To find out the relationship of marital relations of parents and home environment with various behavioural problems of

school-age children.

4. To aware the parents and teachers about the behavioural problems of children.

HYPOTHESIS

For the test purpose the following null-hypothesis were formulated:-

1. There will be no significant difference in behavioural problems of school children in upper socio-economic status and lower socio-economic status.
2. The behavioural problems of school children of upper and lower socio-economic status shall be significantly associated with the home environment.
3. The behavioural problems of school children of upper and lower socio-economic status shall be significantly associated with the marital adjustment of parents.

CHAPTER II

REVIEW OF LITERATURE

Home and school constitute the social environment which may or may not develop emotional tendencies among children depending on the nature of their various aspects. A number of studies have explored the relationship between home and family environment, socio-economic status of the family, academic background of the child and his social surroundings to the behavioural problems among children.

A brief review of literature related to the problem of the present study is presented in this chapter. Depending upon the dimension of the study, review of literature is broadly classified into three parts for the sake of convenience and has been discussed under the following headings:

2.1 Influence of family and parent-child relationship on behavioural problems of children.

- 2.2 Influence of economic constraints in family on behavioural problems of children.
- 2.3 Influence of social surroundings on behavioural problems of children.
- 2.1 Influence of family and parent-child relationship on behavioural problems of children

Bakwin and Bakwin (1940) revealed that the normal attitudes of affection and the abnormal attitude of over-affection, over-protection, over-anxiety, under-affection, over-authority, identification, perfection and perfectionism and parental incompatibility, etc. play important roles in the development of adjustment quality in the areas of home, health and emotion.

Abb (1957) and Liverant (1959) revealed that disturbance among children is directly related to their parents behaviour and attitudes.

According to Stater (1962) family provides a framework within which the child may find roots, continuity and a sense of belonging. Parents serve as the first socializing agents. The parent-child relationship significantly affect the make up of child's personality.

Kanner (1969) believes that children's disorders may be classified on the basis of parental attitudes and their effects on the children. It is well known that children who experience parental rejection, impressed in hostility and neglect, often show not only physical disorders but also severe psychological disturbance. They are frequently withdrawn, show shallow affect and often are considered to be psychotic. Parental over-protection is frequently associated with over-dependence and immaturity in the child.

Thompson (1969) profess that formation of early parent-child relationship in terms of looking after the child's basic needs, loving and caring for him helps in the formulation of wholesome personality of the child. This relationship leads to attachment which in turn has positive effect on emotional, social and personality development of the child.

According to Rowland (1969) parental positive reinforcement develops a more flexible attitude towards the home adjustment of the child. Besides this, due to positive reinforcement child

gets confidence to adjust in unforeseen circumstances.

Prakash et al. (1978, 1979, 1980) reported a higher degree of negative self-esteem and negative self-adequacy in rejected children as compared to the accepted ones who were found to have positive self-esteem and self-adequacy.

Dhoundiyal (1984) professed that poor home environment facilitated significantly more frequent occurrence of emotional disturbance as compared to normal distribution.

Huckel (1985) conducted a study on parent-child relationship and concluded that parental maltreatment manifested in neglect rejection, aggression during childhood and adolescence. This results in vulnerable intra and interpersonal functioning during young adulthood.

O'Connel (1985) profess that depressed children have lower self-esteem and are more anxious whereas the conduct disordered children had more anger and external locus of control.

Brar and Brar (1989) conducted a research to see the home environment of people belonging to different social groups. It was found that middle class parents provided enriched environment to

their children which stimulate their intellectual abilities while lower class and poor parents are unable to provide rich and stimulating environment to their children.

Kaufman (1989) studied the psychological determinants of anti social behaviour in children. It was found that impulsivity, weak attachment to both parents and weak monitoring were the strongest variables related to anti-social behaviour.

Prewett (1989) studied family and parental factors associated with child and adolescent adjustment problems and revealed that children and adolescents suffering from conduct problems and depressed symptoms were found to be leading a stressful life and family environment. Their parents were reported to be wielding greater use of authoritarian control within the family.

According to Sirohi and Chauhan (1991) good citizens, good workers, good husbands, good parents and good wives come from homes in which the children are wanted and accepted. Acceptance satisfaction possess a pervading importance for healthy development.

Mosca (1992) conducted a study on the personality characteristics of children exposed to

family violence. According to this study children from violent families demonstrated more behavioural problems, had less social interaction, increase in feelings of anxiety and aggression and less use of adaptive behaviour.

Walter (1992) conducted a study to find the relationship between family's influences on the children's self-esteem. Parental self-esteem, child rearing practices and parental expressiveness were examined. Child rearing practices with a high degree of control were found to be negatively related with child's self-esteem. Fathers who were expressive showed both warmth and control in child rearing. Whereas expressive mothers tended to demonstrate warmth in child rearing but not control.

2.2 Influence of economic constraints in family on behavioural problems of children

The basis of economic constraints varies from society to society. However, certain variables seem to be common to all societies such as occupation, income and education of the parents.

Sinha (1982) found that improvised conditions of life produced a kind of personality

pattern that results in various kinds of inadequacies in behaviour. Singh and Dagar (1982) found the prevalence of behaviour problems to be higher in lower socio-economic class.

Gunthey and Sinha (1983) attempted to analyse the effect of ^{environmental factors on} advantaged and disadvantaged children ~~on environmental factors~~ such as anxiety, adjustment and need for affiliation. He professes that socio-economically deprived boys due to their limited economic ~~facilities~~ are bound to face difficulties in adjustment in different aspects of life. These disadvantaged children suffer from emotional instability, poor adjustment towards their curricular and cocurricular programmes have submissive and withdrawn nature. Whereas the non-deprived boys have stability in emotion show interest in school programmes and have aggressive behaviour.

Verhulst (1985) found enurises to be higher in the lower socio-economic group.

Khan and Singh (1987) profess that income of the family determines the level of food, medical care, special education and similar gratifications. Occupation of fathers and mothers will determine the kinds of parental care, the reading and other

material in the home, etc.

Gill and Sidhu (1988) conducted a study on children belonging to three groups i.e. servicemen, agriculturists and labourers. He derived that the students belonging to the labour class have the lowest achievement and at the same time the lowest score in verbal intelligence, they also reported to have no proper time schedule, thereby indicating that achievement and intelligence are influenced by the family atmosphere and social status of the parents. Higher achievement in the service group indicates better home environment for the children and may be higher achievement motivation provided to the children. Agriculturists's children had significantly lower achievement score than the servicemen group but their intelligence level was not significantly different, meaning thereby that the children of agriculturists do not get proper environment and motivation for the achievement on academic side.

2.3 Influence of social surroundings on behavioural problems of children

Poulani (1971) believes that the social circle in which the child moves right from the

beginning, which includes mainly the friends of his own age group is one of the most influencing factors in the child's life. This peer group in a way controls the behaviour and personality of the child. According to her one of the major forms of social maladjustment in children is delinquency. Modern concepts of delinquency suggests that children who are called delinquents are deficient in terms of social laws and norms of conduct and also in their ability to conform with the social milieu.

Singh and Singh (1989) studied that children identified as aggressive and withdrawn interacted with their parents on an unveiled differential tasks. Delinquents were found to be less decisive, less emotionally stable and less curious but shared greater tendency of friendliness, ego-strength and dominance than non-delinquents.

Nagarathamma (1992) profess that delinquency has been found to be clearly related to emotional insecurity of the individual and is essentially a personality problem. This problem can be traced in part to early experiences of children at home and also as a result of poverty and illiteracy.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of method used for selection of sample, construction and administration of the research instrument and procedure followed for statistical analysis of the data.

The major objectives of the present study were to investigate the behavioural problems among school children of fifth standard in upper socio-economic status and lower socio economic status.

3.1 MEASURES USED

- 3.1.1 The Child Behaviour Checklist (CBCL)
(Achenbach and Edelbrock, 1991)
- 3.1.2 A Marital Relations Scale
(Singh, 1987)
- 3.1.3 Caldwell and Bradley's Home Observation
Measurement Inventory to measure quality
of home environment (1984)
- 3.1.4 Social background information schedule

3.1.1 The Child Behaviour Checklist (CBCL)

The CBCL used in the present study was prepared by Achenback and Edelbrock (1991). This checklist was used to measure the behaviour of schoolage children as reported by parents and teachers.

The CBCL consists of 113 behaviour problem items. The test-retest reliability for this CBCL was 0.952. The parent and interviewer reliability was found to be 0.985 and 0.959 respectively (Achenback and Edelbrock, 1991).

3.1.2 A Marital Relations Scale (MRS)

This scale was used to measure the marital relations of parents of school children selected for this study. The degree of marital satisfaction in areas of social, economic and personal adjustment is known as marital adjustment. The MRS used in the present study was prepared by Singh in 1987. This scale has two forms. Form A - for husbands and form B - for wives. There are ten questions in each form. The co-efficient of reliability varied from 0.85 to 0.94.

3.1.3 Caldwell and Bradley's Home Observation Measurement
(Inventory to measure the quality of home environment)

This inventory was used to measure the quality of home environment in which the child resides. It comprises of 8 main divisions which have been further subdivided viz.

- I Emotional and verbal responsivity
- II Encouragement of maturity
- III Emotional climate
- IV Growth fostering materials and experiences
- V Provision for active stimulation
- VI Family participation in developmentally stimulating experiences
- VII Parental involvement
- VIII Aspects of the physical environment

3.1.4 Social Background Information Schedule

The social background information schedule was prepared by the investigator herself. It consisted of questions to inquire about the background characteristics of the children and their families, like age, sex, birth order of the child, family size and income, parents social

participation, etc.

3.2 SAMPLE

The sample comprised of hundred students of fifth grade as well as their parents and teachers. It was a purposive sample. Fifty students were selected from a school located in Sarabha Nagar and fifty students from a school in Haibowal of Ludhiana city. For this fifty students of Guru Nanak Public School, Sarabha Nagar, Ludhiana and fifty students from Secular Public School, Haibowal were selected, assuming that the children studying in Guru Nanak Public School belonged to families of upper socio-economic status and those children studying in Secular Public School belonged to families of lower socio-economic status. Accordingly, 100 parents of these children were also contacted personally to collect the relevant information.

Criteria for the selection of sample was the income of the family and also only those families were selected which had both the parents, thereby excluding the single parent homes. Effort was made to keep the number of boys and girls equal.

3.3 DATA SELECTION AND SCORING

The teachers and Principals of the above mentioned schools were contacted to list down the names of the children studying in their school. Addresses of the students were noted down and were also contacted personally to make provisions for their home visits especially when both the parents should be available. Home visits were made by the investigator to the houses of the students of both the schools to get acquainted with the parents. Slum area within the PAU Campus was also visited since the students of Secular Public School, Haibowal resided in that area.

In the second visit the 'Social Background Information Schedule' was administered. The next questionnaire used was the home environment concerning the school child. It helps in assessing the quality of stimulation and support available to the child in the home environment for his/her development. Information was obtained by interviewing the mother and child at home and also by observing the mothers interaction with the child during interview and also during the course of rest of the visits. Observation done in each home came

to about two hours and the scoring was done as per instructions in the manual.

In the third visit the Marital Relations Scale was administered to both the parents. This scale was used to find out the degree of marital satisfaction of both the parents. Parents were instructed to answer the questions frankly and honestly and to the best of their knowledge. They were assured about the secrecy of the information. Scoring was done as per the instructions in the manual.

During the fourth visit the child behaviour checklist was used. It was used as an interview schedule by the investigator for the mothers. It was made clear that the mothers should not be biased about the child's behaviour. There were 113 items and each item was asked one by one from the mother. Each item had three alternatives that is 'true' or 'often true'; 'somewhat' or 'sometimes true' and 'not true' were noted down and her responses were noted down accordingly. Scoring was done as per the instructions given in the manual. The total score for each behavioural problems was obtained by summing up the number of responses in that category.

3.4 STATISTICAL ANALYSIS

The following statistical technique was used to analyse the data. Percentage frequency of the responses was computed and table analysis was carried out.

CHAPTER IV

RESULTS AND DISCUSSION

The present study entitled, "Behavioural problems of school children" was undertaken to investigate the behavioural problems of school children in upper and the lower socio-economic status of Ludhiana city. Keeping in view the objectives of the study, the results are discussed under the following headings:

- 4.1 Description of the respondents
- 4.2 Testing of the hypotheses and discussion.

4.1 Description of the Respondents

A sample of hundred children from Ludhiana city were selected for the purpose of this study. Fifty children belonged to upper and 50 to lower socio-economic status. Social background

information schedule was administered to the families of the selected children. The percentages of the subjects according to sex, birth order, caste, family type and size, education and social participation of the family are presented in Table 4.1.

Caste:

The total sample of school children of upper socio-economic status belonged to families of upper caste. Whereas in the lower socio-economic sample all belonged to low caste (Harijan class).

Income:

The data presented in Table 4.1 indicates that in the families of upper socio-economic status the income per month varied from Rupees Four Thousand to Ten Thousand or more. The majority (42%) belonged to Eight Thousand One to Ten thousand category. While in the lower status the variation in the income per month is from Rupees Five Hundred to Two Thousand and the majority (36%) belonged to one thousand one to fifteen hundred.

Table 4.1 Background information of the respondents

S. No.	Variable	*U-S.E.S.N=50		*L-S.E.S.N=50	
		No.	%age	No.	%age
1	Sex				
	Boys	25	50	25	50
	Girls	25	50	25	50
2	Caste				
	Upper	50	100		
	Lower			50	100
3	Income				
	500-1000	-	-	5	10
	1001-1500	-	-	15	30
	1501-2000	-	-	13	26
	2001-4000	-	-	17	34
	4001-6000	5	10	-	-
	6001-8000	6	12	-	-
	8001-10000	21	42	-	-
	>10000	18	36	-	-
4	Type of family				
	Nuclear	44	88	48	96
	Joint	6	12	2	4
5	Family size				
	Small (Upto 4)	33	66	12	24
	Medium (5-6)	13	26	30	60
	Large (>6)	4	8	8	16
6	Parents' education				
	Father				
	Illiterate	-	-	14	28
	Middle	1	2	36	72
	Graduate	21	42	-	-
	Postgraduate	28	56	-	-
	Mother				
	Illiterate	1	2	50	100
	Middle	-	-	-	-
	Graduate	24	58	-	-
	Postgraduate	20	40	-	-

S. No.	Variable	*U-S.E.S.N=50		*L-S.E.S.N=50	
		No.	%age	No.	%age
7	Parents' occupation				
	Father				
	Labourer	-	-	48	96
	Service	32	64	-	-
	Business	18	36	2	4
	Mother				
	Housewife	23	46	50	100
	Service	25	50	-	-
	Business	2	4	-	-
8	Birth Order				
	First born	20	40	16	32
	second born	27	54	14	28
	Third born	3	6	20	40
9	Domestic help				
	Whole time	19	38	-	-
	Part time	24	48	-	-
	None	7	14	50	100
10	Social participation				
	Yes	26	52	-	-
	No	24	48	-	-

* U-SES : Upper socio-economic status
 L-SES : Lower socio-economic status

Type of Family:

In the upper socio-economic status the majority of the families were nuclear (88%) and 12 per cent joint families. Whereas in the lower socio-economic status the majority of the families were nuclear (96%) and 4 per cent joint families.

Size of family:

Majority of the families in the upper socio-economic status were small (86%) followed by medium (26%) and large families (8%), while in the lower socio-economic status the majority of the families were medium (60%), followed by small (24%) and large families (16%).

Parents' Education:

The educational level of the father and mother were noted separately. Out of the total sample the majority of the fathers were postgraduates (56%), followed by graduates (42%) and middle pass (2%). Whereas in the lower socio-economic status majority of the fathers were middle pass (72%) and the rest illiterates (28%).

Majority of the mothers from upper socio-economic status were found to be graduates (58%), followed by post graduates (40%) and illiterates (2%). In the lower socio-economic status all mothers were illiterates.

Parent's Occupation:

The data in Table 4.1 indicates that highest percentage of the Fathers in the upper socio-economic status were in service (64%), followed by businessmen (36%). In the lower status, highest percentage were labourers (96%) and rest 4% were in business.

In case of Mothers, 50 per cent of the population in upper socio-economic status were in service followed by housewives (46%) and businesswomen (4%). In the lower status all mothers were housewives.

Birth Order:

In the upper socio-economic status majority of the children were second borns (54%), followed by first borns (40%) and third borns (6%). Whereas in the lower socio-economic status majority of the children were third borns (40%), followed by first

borns (32%) and second borns (28%).

Domestic help:

The data presented in Table 4.1 revealed that the majority of the upper socio-economic families (46%) had part time helpers, followed by families having whole time helpers (38%) and 14 per cent reported no help. Whereas in the families of lower socio-economic status all reported to have no helper and did all the household work themselves.

Social participation

In the upper socio-economic status 52 per cent took interest in social activities of the community, were members of clubs, community centres and other social organisations. Rest 48 per cent did not. Whereas none of the families from low socio-economic status mentioned about their social participation.

4.2 Testing of Hypothesis

H_0 1:

There is no significant difference in behavioural problems of school children in upper socio-economic status and lower socio-economic status.

Types of behavioural problems in children according to their occurrence and upper and lower socio-economic status are presented in Table 4.2. The results are presented separately for boys and girls.

Observations reveal that the prevalence of total number of problems among boys (45) and girls (25) of low socio-economic status were significantly higher than the ones encountered for their counterparts (B-9, G-2) of upper socio-economic status. It may be mentioned that in both the groups there were children who had more than one behavioural problem. Maximum number of problems have been reported for the boys of low socio-economic status among all the groups being compared here; followed by the girls of same socio-economic status. Whereas, the girls of upper socio-economic status had lowest number of problems. The boys of upper socio-economic status had relatively more behavioural problems than the girls of the same socio-economic status. It is worth mentioning that the types of problems observed among girls differed from the ones observed for boys. This is true for both the sexes in two socio-economic status.

Table 4.2: Types of behavioural problems in school children by their occurrence and socio-economic status

S. No.	Types of behavioural problems	*U-S.E.S.N=50		*L-S.E.S.N=50	
		Boys N=25	Girls N=25	Boys N=25	Girls N=25
1	Withdrawn	-	1 (4)	-	14 (56)
2	Somatic complaints	-	-	-	-
3	Anxious/depressed	-	1 (4)	-	8 (32)
4	Social problems	-	-	-	2 (8)
5	Thought problems	2 (8)	-	1 (4)	1 (4)
6	Attention problems	2 (8)	-	17 (68)	-
7	Delinquent behaviour	1 (1)	-	7 (28)	-
8	Aggressive behaviour	4 (16)	-	20 (80)	-
9	Other problems	-	-	-	-
Total number of problems		9	2	45	25

* U-SES - Upper socio-economic status
L-SES - Lower socio-economic status

The predominant behaviour problem among low socio-economic status girls was that of being withdrawn (56% of the total problems), followed by problems related to being anxious or being depressed (32%) (Table 4.2).

Social problems (8%) and thought problems (4%) occurred with relatively low frequencies among the girls of low socio-economic status. On the other hand, boys of low socio-economic status exhibited aggressive behaviour most often than any other problems reported for them. A sizable problems belong to the category of attention problems (68%) among boys and stands next to aggressive behaviour in its frequency. Delinquent behaviour (28%) was also reported for low socio-economic status boys. Thought problems were reported to be just 4.0 per cent of the two problems. It may be pointed out that the problems like being withdrawn, somatic complaints, anxious/depressed, social problems, which have been reported for girls have not been observed for the boys of low socio-economic status.

The dominant behavioural problem among boys of upper socio-economic status was also aggressive

behaviour and occurred with the same frequency, that is 16.0 per cent of the total problems as has been reported for the boys of low socio-economic status. Likewise attention problems stood second in the list of problems observed for boys of low socio-economic status. Same is true for upper socio-economic status. However, thought problems (8.0%) were reported for upper socio-economic boys and the frequency for boys and girls was the same i.e. 4.0 per cent.

Delinquent behaviour has also been reported though with lesser frequency among upper socio-economic status. On the other hand, girls of upper socio-economic status showed either problems labelled as anxious or depressed. The total number of problems observed for boys of upper socio-economic status were significantly less in number than the ones reported for low socio-economic status. Similarly, the girls of upper socio-economic status had significantly lower frequencies of behavioural problems than their counterparts in the low socio-economic status.

In view of the above observation hypothesis I which stated that "there will be no significant behavioural problem among upper socio-economic

status and lower socio-economic status" stands rejected.

H₀2

The behavioural problems of school children of upper and lower socio-economic status shall be significantly associated with the quality of home environment.

The components of home environment which were assessed to determine its quality included emotional verbal responsivity, encouragement of maturity, emotional climate, growth fostering materials and experiences, provision for active stimulation, family participation in developmentally stimulating experiences, parental involvement and aspects of the physical environment. Each of the component was scored as per instructions of the Home Inventory for families of Elementary Children (Caldwell and Bradley, 1984). Sample families were stratified into three categories according to the level of quality of home environment which they could provide to their children. These three categories have been labelled as poor home environment (where the score was below 19); average home environment (where score ranged from 19-38) and above average home environment

(where score ranged from 39 to 59). Further the prevalence of types of behavioural problems were noted for each level of home environment separately for the two socio-economic levels.

The results along the above lines have been presented in Table 4.3. It could be observed that there was no family among upper socio-economic status which could be categorized as having poor home environment. Whereas 66.0 per cent of low socio-economic status families could be identified for poor home environment. In contrast to this 94 per cent of upper socio-economic status families provided above average home environment to their children and none among low socio-economic status families could be placed in this category. There were 34 per cent of low socio-economic status families categorized for average home environment and 6 per cent were identified among upper socio-economic status as belonging to this category. The quality of home environment among low socio-economic status were predominantly poor and the frequency of types of behavioural problem observed for this level of home environment is also highest among all levels of quality of home environment.

Table 4.3: Levels of home environment with the percentage frequency of types of behavioural problems among upper and lower socio-economic status

Levels of home environment	n	SES	Percentage frequency of types of behavioural problems								
			1	2	3	4	5	6	7	8	9
Poor H.E.	0	U-SES	-	-	-	-	-	-	-	-	-
(below 19)	33 (66)	L-SES	(39.39)	(-)	(21.21)	(6.06)	(6.06)	(39.39)	(18.18)	(48.48)	-
Average H.E.	3 (6)	U-SES	(33.33)	-	(33.33)	-	-	-	(33.33)	(66.66)	-
(19-38)	17 (34)	L-SES	(5.8)	-	-	-	-	(23.52)	(5.88)	(23.52)	-
Above average H.E.	47 (94)	U-SES	-	-	-	-	-	(4.25)	(4.25)	-	(4.25)
(39-59)	0	L-SES	-	-	-	-	-	-	-	-	-

1 - Withdrawn; 2 - Somatic complaints; 3 - Anxious/depressed; 4 - Social problems
 5 - Thought problems; 6 - Attention problems; 7 - Delinquent behaviour; 8 - Aggressive behaviour; 9 - Other problems.

The low socio-economic status homes with average home environment had relatively high frequency of behaviour problems as compared to the above average home environment. It may be mentioned that behavioural problems were reported for all levels of home environment. It was only the proportion which differed. Poor home environment (low socio-economic status) exhibited seven types of behaviour problems where aggressive behaviour (48.4%) topped the list followed by withdrawn (39.3%) and attention problems anxious-depressed (21.2%) ranked third followed by delinquent behaviour (18.1%). Whereas social problems and thought problems were the last in the list and occurred with equal frequency of 6.06 per cent.

It may be pointed out that the problems like attention problems, delinquent behaviour, aggressive behaviour & withdrawn occurred among

low socio-economic status for both levels of home environment, that is poor and average but the frequency was significantly lower for the average home environment.

Aggressive behaviour was ranked as number one among the poor home environment. Attention problems in low socio-economic status with average home environment occurred with the same frequency as that of aggressive behaviour. Substantial decrease was observed in "withdrawn" types of behavioural problems for the average home environment with the same socio-economic status (low). It clearly indicates that the better home environment even among low socio-economic status results into decrease of behavioural problems of children.

The average home environment among upper socio-economic status displayed behaviour problems like withdrawn, anxious or depressed, delinquent behaviour and aggressive behaviour. But these types of behavioural problems occurred with significantly lower frequency among upper socio-economic status as compared to the low socio-economic status homes with the same level of home environment. Above average home environment was observed to be

inconsistent feature among upper socio-economic status but has not been devoid of behavioural problem types like attention problems. Thought problem and aggressive behaviour occurred with low but equal frequency (4.2%). Its worth mentioning that delinquent behaviour which had been a consistent feature of average home environment in both socio-economic status (though with varied frequency) has not been reported for the above average home environment of the upper socio-economic status. Same is true for "withdrawn" behaviour.

Aggressive behaviour had been consistently reported for all levels of home environment with varied frequency. Comparison of frequency of total number of behavioural problems between poor and average home environment, poor home-environment and above average home environment, average home environment and above average home environment have been presented in Table 4.3. It clearly indicates that all levels of home environment are significantly different from each other. Poor home environments are conducive for generation of more behavioural problems than any other level of quality of home environment. It is very clear that

better home environment would show less frequency of the behaviour problem.

According to these findings the hypothesis which states that "the behaviour problems of school children of upper and lower socio-economic status shall be significantly associated with the quality of home environment" stands proven.

H₀3

The behavioural problems of school children of upper and lower socio-economic status shall be significantly associated with the marital adjustment of parents.

The levels of marital adjustment as perceived by the husband (father of the child) of the two socio-economic status was assessed through a 'Marital Adjustment Inventory'. On the basis of the scores obtained the sample of husbands was categorized into three levels of marital adjustment (i.e. least favourable score from -5 to 20, comparatively favourable score from 20+ to 45 and favourable score between 45+ to 70). Percentage frequency of types of behavioural problems was computed for each level of marital adjustment separately. The results have been presented in Table 4.4.

Table 4.4 Marital adjustment of husbands and wives in the two SES groups and occurrence of different types of behavioural problems among school children

Marital adjustment	Marital adjustment *U-SES		Marital adjustment *L-SES	
	Husbands	Wives	Husbands	Wives
Least favourable (-5 to 20)	-	-	48 (96)	36 (72)
Comparatively favourable (20+ to 45)	14 (28)	8 (16)	2 (4)	14 (28)
Favourable (45+ to 70)	36 (72)	42 (84)	-	-

* U-SES - upper socio-economic status
L-SES - lower socio-economic status

It is clear that marital adjustment level in low socio-economic status perceived to be least favourable among 96 per cent of the total number of husbands. Only 4 per cent husbands reported that their marital adjustment is comparatively favourable.

On the other hand, 72 per cent husbands of upper socio-economic status perceived their marital adjustment favourable against 28 per cent to consider it to be comparatively favourable. Thus, least favourable marital adjustment have been predominant features of low socio-economic status husbands and favourable marital adjustment has been most frequently (72%) reported by the upper socio-economic status husbands. It is interesting to note that various types of behaviour problems have been encountered for low socio-economic families where husbands consider their marital adjustment as least favourable. Among the various types of behavioural problems aggression is at number one (40%), followed by attention problems (34%) and withdrawn ranks at third position (28%). Anxious/depressed, delinquent behaviour, social problem and thought problems respectively shows decreasing frequency. (Table 4.5)

Comparatively favourable marital adjustment among low socio-economic status did not show any type of behaviour problem. None of the problems have been reported for the favourable marital adjustment in the low socio-economic status. It may be noted that in upper socio-economic status in comparatively favourable marital adjustment the behaviour problems have been reported whereas none have been reported for the least favourable level of marital adjustment. Though in the former, the frequencies of behaviour problems are significantly less as compared to those in lower socio-economic status.

Similar trends have been observed for the marital adjustment as perceived by the wives of the two socio-economic status families. In low socio-economic status aggressive behaviour was also reported most often (40%) in children where mothers (wives) perceived least favourable marital adjustment. Similarly, aggressive behaviour has been reported by 8 per cent of wives from upper socio-economic status who considered their marital adjustment as comparatively favourable (Table 4.5).

Table 4.5: Levels of marital adjustment of husbands and wives with the percentage frequency of types of behavioural problems of U-SES and L-SES

Marital adjustment	Freq. n of MA by SES	Percentage frequency of types of behavioural problems								
		1	2	3	4	5	6	7	8	9
Husbands										
Least favourable (-5 to 20)	U-SES	-	-	-	-	-	-	-	-	-
	L-SES	48	(28)	(16)	(4)	(4)	(34)	(14)	(40)	-
Comparative favourable (20+ to 45)	U-SES	14	(2)	(2)	-	(4)	(4)	(2)	(8)	-
	L-SES	2	-	-	-	-	-	-	-	-
Favourable (45+ to 70)	U-SES	36	-	-	-	-	-	-	-	-
	L-SES	-	-	-	-	-	-	-	-	-
Wives										
Least favourable (-5 to 20)	U-SES	-	-	-	-	-	-	-	-	-
	L-SES	36	(26)	(16)	(4)	(4)	(34)	(14)	(40)	-
Comparative favourable (20+ to 45)	U-SES	10	(2)	(2)	-	(4)	(4)	(2)	(8)	-
	L-SES	14	(2)	-	-	-	-	-	-	-
Favourable (45+ to 70)	U-SES	40	-	-	-	-	-	-	-	-
	L-SES	-	-	-	-	-	-	-	-	-

1 - Withdrawn; 2 - Somatic complaints; 3 - Anxious/depressed; 4 - Social problems
 5 - Thought problems; 6 - Attention problems; 7 - Delinquent behaviour; 8 - Aggressive behaviour; 9 - Other problems.

The total number of behavioural problems observed by husbands and wives who considered their marital adjustment as least favourable incidentally belong to low socio-economic status. None of the behavioural problem was reported for the level of which was considered in the favourable category by both husband and wives. The differences between least favourable and favourable show that all these levels differed significantly from each other in terms of the frequency in types of behavioural observations in each level of marital adjustment. Results clearly indicate that if the marital adjustment level gets better, the number of behavioural problems gets considerably decreased. If the shift is towards least favourable marital adjustment, the frequency of behavioural problems increases.

From these results it is precisely indicated that there is an association between behavioural problems and marital adjustments. This is true for both levels of upper and lower socio-economic status. Hence, hypothesis number three that "the behavioural problems of school children of upper and lower socio-economic status shall be significantly associated with the marital adjustment of parents" stands accepted.

Based on the findings of the study it was seen that behavioural problems originate in interactions of a host of factors. A behaviour problem is the child's way of gaining satisfaction or of avoiding annoyance. Therefore, it is logical, rational and even necessary in his way of thinking. He resorts to problem behaviour to satisfy two desires for which he knows no other method. Therefore, such normal problems of children should not be ministered by parents as abnormal, under the spells of anxiety, prestige or status. In families and environments where children are assured of respect for their feelings, they will handle their problems adequately and grow into healthy, intelligent and useful members of the society. Therefore, parents and the class teachers need to be aware of the problems their wards are suffering from.

For this

(1) Visits to the class teachers of 5th grade of the two schools that is Guru Nanak Public School, Sarabha Nagar and Secular Public School, Haibowal were made to make them aware of the various behaviour problems their wards exhibited.

2) Some counselling to the teachers also helped. They should not inflict harsh punishment on their students. They should be put in healthy activities conducive to the development of a well integrated personality.

3) Teachers should hold meetings with the parents whose wards exhibited these behaviour problems.

CHAPTER V



SUMMARY AND CONCLUSIONS

The present study entitled, "Behavioural problems of school children", was undertaken to study the following objectives:

1. To observe the occurrence and types of behavioural problems in school age children.
2. To compare upper and lower socio-economic status of children for the types and occurrence of behavioural problems.
3. To find out the relationship of marital relations of parents and home environment with various behavioural problems of school-age children.
4. To aware the parents and teachers about the behavioural problems of children.

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Research Methodology

The study was conducted on 100 students of fifth grade as well as their teachers and parents. Fifty students were selected from a school located in Sarabha Nagar and fifty students from a school in Haibowal in Ludhiana city.

The measures used were the social background information schedule to enquire about the background characteristics of the respondents. Caldwell and Bradley's Home Observation Measurement Inventory to measure quality of home environment, marital relations scale and the child behaviour checklist.

Findings

1. Significant differences were found in the behavioural problems of school children in upper socio-economic status and lower socio-economic status.
2. Home environment and behavioural problems of school children were associated significantly. It was found that better the home environment, lesser the behavioural problems in school children.

3. The present study also revealed that the behavioural problems of school children among upper and lower socio-economic status are related with the marital adjustment of parents.

Conclusions

It is concluded that significant differences were found in the behavioural problems of school children in both upper and lower socio-economic status with the quality of home environment and also with the marital adjustment of parents.

Socio-personal characteristics such as education of father and mother, occupation of fathers and mothers, family income were found to be related to the occurrence of behavioural problems in school children.

Recommendations

1. In the present study only school children were taken into consideration. For further research higher age groups of children can be studied.

2. The present study can also be conducted on rural children.
3. In the present study more information about the behaviour problems of children was collected from the parents of the children especially the mothers. Studies may also be designed to involve the teachers of the children. It may provide more objectivity, if the information gathered from parents is considered along with the information gathered from the teachers.
4. The present study was designed to study the common behaviour problems of school children. Further research may be conducted on severe type of behaviour problems of children related to psychotic and neurotic disorders.

Limitations

1. The study was limited to the respondents of two schools of Ludhiana city only.
2. The present study was limited to the fifth grade students only. Therefore, the generalization drawn from the findings may

not be applicable to other grades.

3. The information about socio-personal variables was based on the expressed responses of the respondents.

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APPENDIX I

To

The Principal

Sir/Madam,

I am a final year M.Sc. student in the department of Child Development, College of Home Science, Punjab Agricultural University, Ludhiana. I am doing research on "Behavioural Problems of School Children" under the able guidance of Mrs. S. Thind, Assistant Professor, Department of Child Development. Regarding my research I shall need to collect data from 5th class students of your school. It would be highly appreciated if you allow me to collect data from the above mentioned class of your school.

Your valuable cooperation is solicited.

Thanking you,

Yours faithfully,

(SHAREEN CHAUHAN)

M.Sc. Child Development

APPENDIX II

SOCIAL BACKGROUND INFORMATION SCHEDULE

I. Name of the child -----
Age of the child -----
Sex -----
Birth order -----

II. Name -----
Address -----

III. Caste -----

IV. Type of family -----

V. Family composition

S. No.	Relation with the child	Age	Sex	Education	Occupation	Income
--------	-------------------------	-----	-----	-----------	------------	--------

VI. Any helper -----
Part time -----
Whole time -----

VII. Social participation

Member of any club

Any other organization

APPENDIX III

Name -----

Age ----- Sex -----

Education -----

Occupation -----

Income -----

Rural/Urban -----

Scoring Table:-

Question No.	1	2	3	4	5	6	7	8	9	10	Total
Score											

INSTRUCTIONS FOR FILLING UP THE INVENTORY FORM A & B

Below are given ten questions which should be replied in yes or no. After giving your consent for yes or no; mark yes (_/) on the right place best (fitting) explaining your opinion towards the issue. The rating scale ranges from + 10 (most favourable to) +1 (least favoured). Avoid doubtful situations.

AN EXAMPLE: Do you quarrel with your wife/husband?

1/
 • Yes- -No
 10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

Since I sometimes quarrel with my wife hence I have replied in yes and have marked () on 4th place on the scale.

Meaning of the Terms:

Number		Meaning of numbers
10	stands for	Most favourable
9	"	Significantly favourable
8	"	More than slightly favourable
7	"	Slightly favourable
6	"	Just favourable
5	"	Favourable
4	"	Definitely favourable
3	"	Comparatively favourable
2	"	More than least favourable
1	"	Least favourable

QUESTIONNAIRE FORM - A
(For Husbands only)

1. Do you still offer your wife with gift on important times of the year like birthday, marriage day and the like or with unexpected attention?
 Yes- 10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10 -No
2. Are you fond of criticising your wife before others?
 Yes- 10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10 -No
3. Have you made your wife free for spending money in household affairs?
 Yes- 10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10 -No
4. Are you careless for her feminine moods and do not help her in periods of fatigue, nervousness and irritability?
 Yes- 10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10 -No
5. Do you share recreational hours with your wife?
 Yes- 10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10 -No
6. Do you compare her preparations with other women's expect in her advantage?
 Yes- 10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10 -No
7. Do you welcome her intellectual life, her friends, the books she reads and her views on civic problems?
 Yes- 10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10 -No

8. Do you withdraw her from moving outside home and sharing company of strangers?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

9. Do you admire her in certain cases and like to notice those times when you can appreciate her?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

10. Do you help your wife in purchasing articles of her choice for dressing?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

Marital Adjustment Inventory

QUESTIONNAIRE FORM - B (For wives only)

1. Do you give your husband complete freedom in his business affairs, and do you refrain from criticising his associates, his choice of friends or the hours he keeps?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

2. Do you try your best to make home interesting and attractive?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

3. Do you try household menu so that he never quite knows what to expect when he sits down to the table?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

4. Do you have an intelligent grasp of your business and you can discuss it with him?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

5. Do you avoid clashes with him on financial difficulties of the family?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

6. Do you not like to welcome his parents and relations to your home?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

7. Do you not care in dressing about the likes and dislikes of your husband for colour and style?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

8. Do you care about opinion given by him in matters of common interest?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

9. Do you not care about the interests of your husband, so that you may be in hindrance to him in his leisure hours?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

10. Are you a conservative and do not appreciate news of the day thereby not helpful in husband's intellectual interests?

Yes- -No
10 9 8 7 6 5 4 3 2 1 2 3 4 5 6 7 8 9 10

APPENDIX IV

HOME INVENTORY FOR FAMILIES OF ELEMENTARY CHILDREN

Betty M. Caldwell and Robert H. Bradley

Family Name _____ Date of visit _____

Observed child's name _____

Birth date _____ Sex _____ Caregiver for visit _____

Relationship to child _____ Family ethnicity _____

Family composition _____
(Persons living in household, including sex and age of children)

Is mother employed? _____ If yes, type of work _____

Is father employed? _____ If yes, type of work _____

Address _____ How long _____ Phone _____

Current child care arrangements _____

Summarize past year's arrangements _____

Observation Summary

Score

- I Emotional & verbal responsivity
- II Encouragement of maturity
- III Emotional climate
- IV Growth fostering materials & experiences
- V Provision for active stimulation
- VI Family participation in developmentally stimulating experiences
- VII Paternal involvement
- VIII Aspects of the physical environment

COMMENTS _____

HOME Inventory (Elementary)

Place a plus (+) or minus (-) in the box alongside each item if the behaviour is observed during the visit or if the parent reports that the conditions or events are characteristics of the home environment. Enter the subtotals and the total on the front side of the Record Sheet.

I EMOTIONAL AND VERBAL RESPONSIVITY

1. Family has fairly regular and predictable daily schedule for child (meals, daycare, bedtime, TV, homework, etc.)
2. Parent sometimes yields to child's fears or rituals (allows night light, accompanies child to new experiences, etc.)
3. Child has been praised at least twice during past week for doing something.
4. Child is encouraged to read on his own.
5. Parent encourages child to contribute to the conversation during visit.
6. Parent responds to child's questions during interview.
7. Parent shows some positive emotional responses to praise of child by visitor.
8. Parent uses complete sentence structure and some long words in conversing.
9. When speaking of or to child, parent's voice conveys positive feelings.
10. Parent initiates verbal interchanges with visitor, asks questions, makes spontaneous comments.

Subtotal

II. ENCOURAGEMENT OF MATURITY

11. Family requires child to carry out certain self-care routines, e.g. makes bed, cleans room, cleans up after spills, bathes self.
(A YES required 3 out of 4)
12. Family requires child to keep living and play area reasonably clean and straight.
13. Child puts his outdoor clothing, dirty clothes, night clothes in special place.
14. Parents set limits for child and generally enforce them (curfew, homework before TV, or other regulations that fit family pattern.)
15. Parent introduces interviewer to child.
16. Parent is consistent in establishing or applying family rules.
17. Parent does not violate rules of common courtesy.

Subtotal

III. EMOTIONAL CLIMATE

18. Parent has not lost temper with child more than once during previous week.
19. Mother reports no more than one instance of physical punishment occurred during past month.
20. Child can express negative feelings toward parents without harsh reprisals.
21. Parent has not cried or been visibly upset in child's presence more than once during past week.
22. Child has a special place in which to keep his possessions.
23. Parent talks to child during visit (beyond correction and introduction.)

24. Parent uses some term of endearment or some diminutive for child's name when talking about child at least twice during visit.
25. Parent does not express over annoyance with or hostility toward child - complains, describes child as "Bad", says he won't mind, etc.

Subtotal:

IV. GROWTH FOSTERING MATERIALS & EXPERIENCES

26. Child has free access to record player or radio.
27. Child has free access to musical instrument (piano, drum, ukelele or guitar, etc.)
28. Child has free access to at least ten appropriate books.
29. Parent buys and reads a newspaper daily.
30. Child has free access to desk or other suitable place for reading or studying.
31. Family has a dictionary and encourages child to use it.
32. Child has visited a friend by him/herself in the past week.
33. House has at least two pictures or other type of art work on the walls.

Subtotal:

V. PROVISION FOR ACTIVE STIMULATION

34. Family has a television and it is used judiciously not left on continuously (No TV requires an automatic NO - any scheduling scores YES.)
35. Family encourages child to develop or sustain hobbies.
36. Child is regularly included in family's recreational hobby.

37. Family provides lessons or organizational membership to support child's talents (especially membership, gymnastic lessons, art centre, etc.)
38. Child has ready access to at least two pieces of playground equipment in the immediate vicinity.
39. Child has access to a library card, and family arranges for child to go to library once a month.
40. Family member has taken child, or arranged for child to go to a scientific, historical or art museum within the past year.
41. Family member has taken child or arranged for child to take a trip on a plane, train, or bus within the past year.

Subtotal

VI. FAMILY PARTICIPATION IN DEVELOPMENTALLY STIMULATING EXPERIENCES

42. Family visits or receives visits from relatives or friends at least once every other week.
43. Child has accompanied parent on a family business venture 3-4 times within the past year e.g. to garage, clothing shop, appliance repair shop, etc.
44. Family member has taken child, or arranged for child to attend some type of live musical or theatre performance.
45. Family member has taken child or arranged for child to go on a trip of more than 50 miles from his home (fifty miles radial distance, not total distance.)
46. Parents discuss television programmes with child.
47. Parent helps child to achieve motor skills - ride a two-wheel bicycle, roller skate, ice skate, play ball, etc.

Subtotal:

VII. PATERNAL INVOLVEMENT

48. Father (or mñfather substitute) regularly engages in outdoor recreation with child.
49. Child sees and spends some time with father or father figure, 4 days a week.
50. Child eats at least one meal per day, on most days, with mother and father (or mother and father figures). (One parent families rate an automatic NO)
51. Child has remained with this primary family group for all his life aside from 2-3 week vacations, illness of mother, visits of grandmother, etc. (A YES requires no changes in mother's, father's grandmother's or grandfather's presence since birth.)

Subtotal

VIII. ASPECTS OF THE PHYSICAL ENVIRONMENT

52. Child's room has a picture or wall decoration appealing to children.
53. The interior of the apartment is not dark or perceptually monotonous.
54. In terms of available floor space, the rooms are not overcrowded with furniture.
55. All visible rooms of the house are reasonably clean and minimally cluttered.
56. There is at least 100 square feet of living space per person in the house.
57. House is not overly noisy - television, shouts of children, radio, etc.
58. Building has no potentially dangerous structural or health defects (e.g. plaster coming down from ceiling, stairway with boards missing, rodents, etc.)

59. Child's outside play environment appears safe and free of hazards (No outside play area requires an automatic NO.)

Subtotal:

APPENDIX V

CHILD BEHAVIOUR CHECKLIST FOR AGES 4-18

Below is a list of items that describe children and youth. For each item that describes your child now or within the past 6 months, please circle the 2 if the item is very true or often true of your child. Circle the 1 if the item is somewhat or sometimes true of your child. If the item is not true of your child, circle the 0. Please answer all items as well as you can, even if some do not seem to apply to your child.

0=Not true (as far
as you know)

1=Somewhat or
sometimes True

2=Very True or
Often True

- | | | | | |
|-------|---|---|-----|--|
| 0 | 1 | 2 | 1. | Acts too young for his/her age |
| 0 | 1 | 2 | 2. | Allergy (describe): _____ |
| _____ | | | | |
| 0 | 1 | 2 | 3. | Argues a lot |
| 0 | 1 | 2 | 4. | Asthma |
| 0 | 1 | 2 | 5. | Behaves like opposite sex |
| 0 | 1 | 2 | 6. | Bowel movements outside toilet |
| 0 | 1 | 2 | 7. | Bragging, boasting |
| 0 | 1 | 2 | 8. | Can't concentrate, can't pay attention for long |
| 0 | 1 | 2 | 9. | Can't get his/her mind off certain thoughts; obsessions (describe) _____ |
| _____ | | | | |
| 0 | 1 | 2 | 10. | Can't sit still restless or hyperactive |
| 0 | 1 | 2 | 11. | Clings to adults or too dependent |
| 0 | 1 | 2 | 12. | Complains of loneliness |

- | | | | | |
|-------|---|---|-----|---|
| 0 | 1 | 2 | 13. | Confused or seems to be in a fog |
| 0 | 1 | 2 | 14. | Cries a lot |
| 0 | 1 | 2 | 15. | Cruel to animals |
| 0 | 1 | 2 | 16. | Cruelty, bullying, or meanness to others |
| 0 | 1 | 2 | 17. | Day-dreams or gets lost in his/her thoughts |
| 0 | 1 | 2 | 18. | Deliberately harms self or attempts suicide |
| 0 | 1 | 2 | 19. | Demands a lot of attention |
| 0 | 1 | 2 | 20. | Destroys his/her own things |
| 0 | 1 | 2 | 21. | Destroys things belonging to his/her family or others |
| 0 | 1 | 2 | 22. | Disobedient at home |
| 0 | 1 | 2 | 23. | Disobedient at school |
| 0 | 1 | 2 | 24. | Doesn't eat well |
| 0 | 1 | 2 | 25. | Doesn't get along with other kids |
| 0 | 1 | 2 | 26. | Doesn't seem to feel guilty after misbehaving |
| 0 | 1 | 2 | 27. | Easily jealous |
| 0 | 1 | 2 | 28. | Eats or drinks things that are not food-
don't include sweets (describe):_____ |
| <hr/> | | | | |
| 0 | 1 | 2 | 29. | Fears certain animals, situations, or
places, other than school (describe):_____ |
| <hr/> | | | | |
| 0 | 1 | 2 | 30. | Fears going to school |

- | | | | | |
|-------|---|---|-----|---|
| 0 | 1 | 2 | 31. | Fears he/she might think or do something bad |
| 0 | 1 | 2 | 32. | Feels he/she has to be perfect |
| 0 | 1 | 2 | 33. | Feels or complains that no one loves him/her |
| 0 | 1 | 2 | 34. | Feels others are out to get him/her |
| 0 | 1 | 2 | 35. | Feels worthless or inferior |
| 0 | 1 | 2 | 36. | Gets hurt a lot, accident-prone |
| 0 | 1 | 2 | 37. | Gets in many fights |
| 0 | 1 | 2 | 38. | Gets teased a lot |
| 0 | 1 | 2 | 39. | Hangs around with others who get in trouble |
| <hr/> | | | | |
| 0 | 1 | 2 | 40. | Hears sounds or voices that aren't there (describe) _____ |
| <hr/> | | | | |
| 0 | 1 | 2 | 41. | Impulsive or acts without thinking |
| 0 | 1 | 2 | 42. | Would rather be alone than with others |
| 0 | 1 | 2 | 43. | Lying or cheating |
| 0 | 1 | 2 | 44. | Bites fingernails |
| 0 | 1 | 2 | 45. | Nervous, high strung or tense |
| 0 | 1 | 2 | 46. | Nervous movements or twitching (describe) _____ |
| <hr/> | | | | |
| 0 | 1 | 2 | 47. | Nightmares |
| 0 | 1 | 2 | 48. | Not liked by other kids |
| 0 | 1 | 2 | 49. | Constipated, doesn't move bowels |

- | | | | | |
|-------|---|---|-----|---|
| 0 | 1 | 2 | 50 | Too fearful or anxious |
| 0 | 1 | 2 | 51. | Feels dizzy |
| 0 | 1 | 2 | 52. | Feels too guilty |
| 0 | 1 | 2 | 53. | Overeating |
| 0 | 1 | 2 | 54. | Overtired |
| 0 | 1 | 2 | 55. | Overweight |
| 0 | 1 | 2 | 56. | Physical problems without known medical cause |
| 0 | 1 | 2 | a. | Aches or pains (not headaches) |
| 0 | 1 | 2 | b. | Headaches |
| 0 | 1 | 2 | c. | Nausea, feels sick |
| 0 | 1 | 2 | d. | Problems with eyes (describe):_____ |
| <hr/> | | | | |
| 0 | 1 | 2 | e. | Rashes or other skin problems |
| 0 | 1 | 2 | f. | Stomach aches or cramps |
| 0 | 1 | 2 | g. | Vomitting, throwing up |
| 0 | 1 | 2 | h. | Other
(describe)_____ |
| <hr/> | | | | |
| 0 | 1 | 2 | 57. | Physically attacks people |
| 0 | 1 | 2 | 58. | Picks nose, skin, or other parts of body
(describe)_____ |
| <hr/> | | | | |
| 0 | 1 | 2 | 59. | Plays with own sex parts in public |
| 0 | 1 | 2 | 60. | Plays with own sex parts too much |

- 0 1 2 61. Poor school work
- 0 1 2 62. Poorly coordinated or clumsy
- 0 1 2 63. Prefers being with older kids
- 0 1 2 64. Prefers being with younger kids
- 0 1 2 65. Refuses to talk
- 0 1 2 66. Repeats certain acts over and over,
compulsions (describe)_____
-
- 0 1 2 67. Runs away from home
- 0 1 2 68. Screams a lot
- 0 1 2 69. Secretive, keeps things to self
- 0 1 2 70. Sees things that aren't there (describe):

-
- 0 1 2 71. Self-conscious or easily embarrassed
- 0 1 2 72. Sets fires
- 0 1 2 73. Sexual problems (describe):_____
-
- 0 1 2 74. Showing off or clowning
- 0 1 2 75. Shy or timid
- 0 1 2 76. Sleeps less than most kids
- 0 1 2 77. Sleeps more than most kids during day
and/or night (describe):_____
-
- 0 1 2 78. Smears or plays with bowel movements

- | | | | | |
|-------|---|---|-----|---|
| 0 | 1 | 2 | 79. | Speech problems (describe): _____ |
| <hr/> | | | | |
| 0 | 1 | 2 | 80. | Stares blankly |
| 0 | 1 | 2 | 81. | Steals at home |
| 0 | 1 | 2 | 82. | Steals outside the home |
| 0 | 1 | 2 | 83. | Stores up things he/she doesn't need
(describe): _____ |
| <hr/> | | | | |
| 0 | 1 | 2 | 84. | Strange behaviour (describe): _____ |
| <hr/> | | | | |
| 0 | 1 | 2 | 85. | Strange ideas (describe): _____ |
| <hr/> | | | | |
| 0 | 1 | 2 | 86. | Stubborn, sullen, or irritable |
| 0 | 1 | 2 | 87. | Sudden changes in mood or feelings |
| 0 | 1 | 2 | 88. | Sulks a lot |
| 0 | 1 | 2 | 89. | Suspicious |
| 0 | 1 | 2 | 90. | Swearing or obscene language |
| 0 | 1 | 2 | 91. | Talks about killing self |
| 0 | 1 | 2 | 92. | Talks or walks in sleep (describe): _____ |
| <hr/> | | | | |
| 0 | 1 | 2 | 93. | Talks too much |
| 0 | 1 | 2 | 94. | Teases a lot |
| 0 | 1 | 2 | 95. | Temper tantrums or hot temper |
| 0 | 1 | 2 | 96. | Thinks about sex too much |

- | | | | |
|---|---|---|---|
| 0 | 1 | 2 | 97. Threatens people |
| 0 | 1 | 2 | 98. Thumb-sucking |
| 0 | 1 | 2 | 99. Too concerned with neatness or cleanliness |
| 0 | 1 | 2 | 100. Trouble sleeping (describe): _____
_____ |
| 0 | 1 | 2 | 101. Truancy, skips school |
| 0 | 1 | 2 | 102. Underactive, slow moving, or lacks energy |
| 0 | 1 | 2 | 103. Unhappy, sad, or depressed |
| 0 | 1 | 2 | 104. Unusually loud |
| 0 | 1 | 2 | 105. Uses alcohol or drugs for non medical purposes (describe) _____
_____ |
| 0 | 1 | 2 | 106. Vandalism |
| 0 | 1 | 2 | 107. Wets self during the day |
| 0 | 1 | 2 | 108. Whining |
| 0 | 1 | 2 | 109. Wets the bed |
| 0 | 1 | 2 | 110. Wishes to be of opposite sex |
| 0 | 1 | 2 | 111. Withdrawn, doesn't involve with others |
| 0 | 1 | 2 | 112. Worries |
| 0 | 1 | 2 | 113. Please write in any problems your child has that were not listed above |
| 0 | 1 | 2 | _____ |
| 0 | 1 | 2 | _____ |
| 0 | 1 | 2 | _____ |

Please be sure you have answered all items.
Underline any you are concerned about.

ਬੱਚੇ ਦਾ ਵਤੀਰਾ ਚੈਕ ਕਰਨ ਵਾਸਤੇ ਹੇਠਾਂ ਲਿਸਟ ਦਿੱਤੀ ਗਈ ਹੈ, ਜਿਸ ਤੋਂ ਬੱਚੇ ਅਤੇ ਜਵਾਨਾਂ ਦੇ ਹੁਣ ਦੇ ਅਤੇ ਛੇ ਮਹੀਨੇ ਪਹਿਲਾਂ ਦੇ ਸਨੂਕ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲਦੀ ਹੈ।
 ਕ੍ਰਿਪਾ ਕਰਕੇ ਦਾਇਰਾ ਨੰ: 2, ਜੋ ਛੱਲ ਬਿਨਕੁਲ ਠੀਕ ਹੈ ਜਾਂ ਤੁਹਾਡੇ ਬੱਚੇ ਬਾਰੇ ਅਕਸਰ ਠੀਕ ਹੁੰਦੀ ਹੈ। ਨੰ: 1 ਨੂੰ ਦਾਇਰਾ ਨੰ: 2 ਅਗਰ ਉਹ ਕੁਛ-ਕੁਛ ਅਤੇ ਕਦੀ-ਕਦੀ ਸੱਚੀ ਹੈ ਅਤੇ ਜੇ ਉਹ ਉਸ ਬਾਰੇ ਸੱਚੀ ਨਹੀਂ ਤਾਂ ਜੀਰੋ ਨੂੰ ਦਾਇਰਾ ਨੰ: 2। ਜਿਥੇ ਤੱਕ ਹੋ ਸਕੇ ਸਾਰੇ ਵਿਸ਼ਿਆਂ ਦਾ ਉੱਤਰ ਦਿਓ, ਚਾਹੇ ਉਹ ਤੁਹਾਡੇ ਬੱਚੇ ਨੂੰ ਢੁਕਦਾ ਹੈ ਜਾਂ ਨਹੀਂ।

0 ਸੱਚ ਨਹੀਂ (ਜਿਥੇ ਤੱਕ ਤੁਹਾਡੀ ਜਾਣਕਾਰੀ ਹੈ)

1 ਕੁਛ-ਕੁਛ ਜਾਂ ਕਦੀ-ਕਦੀ ਸੱਚ

2 ਬਿਨਕੁਲ ਠੀਕ ਜਾਂ ਅਕਸਰ ਠੀਕ

0 1 2 1 ਉਮਰ ਦੇ ਗਿਸਾਬ ਨਾਲੋਂ ਬਚਪਨ ਦਿਖਾਉਣਾ, ਲੜਕਾ/ਲੜਕੀ।

0 1 2 2 ਅੰਤਰਜੀ (ਵਕਲਤ ਕਰੋ)

0 1 2 3 ਬਹਿਸ ਕਰਨ ਵਾਲਾ

0 1 2 4 ਸਾਹ ਦੀ ਬਿਮਾਰੀ (ਅਸਥਮਾ)

0 1 2 5 ਆਪਣੇ ਤੋਂ ਉਲਟ ਸੰਕਸ਼/ਲਿੰਗ ਦੀ ਤਰ੍ਹਾਂ ਵਿਵਹਾਰ ਕਰਨਾ। ਲੜਕਾ ਲੜਕੀ ਬਣਕੇ ਅਤੇ ਲੜਕੀ ਲੜਕੇ ਦਾ।

0 1 2 6 ਪਖਾਨੇ ਤੋਂ ਬਾਹਰ ਟੱਟੀ-ਪਿਸ਼ਾਬ ਕਰਨ ਦੀ ਇੱਛਾ/ਹਰਕਤ

0 1 2 7 ਸੁਖਚਿੱਲੀ, ਵਧਾ ਚੜ੍ਹਾ ਕੇ ਚੱਲਣ ਵਾਲਾ/ਵਾਲੀ। ਕਿਸੇ ਵੀ ਕੰਮ ਨੂੰ

0 1 2 8 ਜਿਆਦਾ ਦੇਰ ਧਿਆਨ ਨਾ ਦੇਣ ਵਾਲੀ/ਵਾਲਾ, ਟਿਕ ਕੇ ਨਾ ਕੰਮ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ

0 1 2 9 ਕਿਸੇ ਖਾਸ ਵਿਚਾਰਾਂ ਵਿੱਚ ਠੀਨ ਰਹਿਣ ਵਾਲਾ/ਵਾਲੀ
 (ਕੋਸ਼ਿਸ਼ਾਂ ਦੇ ਬਾਵਜੂਦ)

0 1 2 10. ਉਮਰ ਨਾਲੋਂ ਜਿਆਦਾ ਚੁਸਤ ਟਿਕ ਕੇ ਨਾ ਬੈਠਣ ਵਾਲਾ/ਵਾਲੀ

11. ਦੁਸ਼ਮਣਾਂ ਤੇ ਨਿਰਭਰ। ਵੱਡਿਆਂ ਦਾ ਪੈਂਨਾ ਫੜਕੇ ਚੱਲਣ ਵਾਲਾ/ਵਾਲੀ।

12. ਇਕੱਲੇਪਨ ਦੀ ਸ਼ਿਕਾਇਤ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।

13. ਬੇਦਿਲੀਆਂ ਹੋਇਆ। ਘੋਸ਼ਾ ਉਠਾਇਆ ਹੋਇਆ/ਹੋਈ।

14. ਰੋਣ ਧੋਣ ਵਾਲਾ/ਵਾਲੀ

15. ਜਾਨਵਰਾਂ ਦਾ/ਦੀ ਦੁਸ਼ਮਣ। ਜਾਨਵਰਾਂ ਨੂੰ ਤੰਗ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
 ਜਾਨਵਰਾਂ ਨਾਲ ਜਾਨਮ ਵਤੀਰਾ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।

16. ਗੁੰਡਾ ਗਰਦੀ, ਕਮੀਨੇਪਨ ਅਤੇ ਹਰਕਤਾਂ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।

17. ਦਿਲੈ ਸੁਖੈ ਦੇਖਣ ਵਾਲਾ/ਵਾਲੀ। ਆਪਣਿਆਂ ਵਿਚਾਰਾਂ ਵਿੱਚ ਝਟਕਾਨ/ਖੋਇਆ ਹੋਇਆ।
18. ਜਾਣ ਬੁੱਝਕੇ ਆਪਣਾ ਨੁਕਸਾਨ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ। ਆਪਣੇ ਆਪ ਨੂੰ ਕਸ਼ਟਾਂ ਵਿੱਚ ਪਾਉਣ ਵਾਲਾ/ਵਾਲੀ। ਆਪਣੇ ਆਪ ਨੂੰ ਖਤਮ ਕਰਨ ਦੀ ਹਰਕਤ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
19. ਜ਼ਿਆਦਾ ਧਿਆਨ ਮੰਗਣ ਵਾਲਾ/ਵਾਲੀ।
20. ਆਪਣੀਆਂ ਚੀਜ਼ਾਂ ਨੂੰ ਨਸ਼ਟ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ
21. ਆਪਣੇ ਪਰਿਵਾਰ ਦੀਆਂ ਜਾਂ ਦੂਸਰਿਆਂ ਦੀਆਂ ਚੀਜ਼ਾਂ ਨਸ਼ਟ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
22. ਘਰ ਵਿੱਚ ਕਹਿਣਾ ਨਾ ਮੰਨਣ ਵਾਲਾ/ਵਾਲੀ।
23. ਸਕੂਲ ਦੇ ਨਿਯਮਾਂ ਨੂੰ ਨਾ ਮੰਨਣ ਵਾਲਾ/ਵਾਲੀ।
24. ਠੀਕ ਤਰ੍ਹਾਂ ਖਾਣਾ ਨਾ ਖਾਣ ਵਾਲਾ/ਵਾਲੀ।
25. ਆਪਣੇ ਹਾਣੀਆਂ ਨਾਲ/ਦੂਸਰੇ ਬੱਚਿਆਂ ਨਾਲ ਨਾ ਨਿਭਾਉਣ ਵਾਲਾ/ਵਾਲੀ।
26. ਗਲਤੀ ਕਰਕੇ/ਬੁਰਾ ਵਿਵਹਾਰ ਕਰਕੇ, ਗਲਤੀ ਦਾ ਅਹਿਸਾਸ ਨਾ ਕਰਨਾ ਵਾਲਾ/ਵਾਲੀ।
27. ਬਹੁਤ ਈਰਖਾ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
28. ਭੋਜਨ ਤੋਂ ਇਠਾਵਾ ਦੂਜੀਆਂ ਚੀਜ਼ਾਂ ਨੂੰ ਖਾਣੇ ਵਿੱਚ ਤਰਜੀਹ ਦੇਣ ਵਾਲਾ/ਵਾਲੀ (ਇਸ ਵਿੱਚ ਮਿਠਾਈ, ਚਾਕਲੇਟ, ਟੈਫੀਆਂ ਸ਼ਾਮਿਲ ਨਹੀਂ) ਚੌਥੇ :-
29. ਸਕੂਲ ਤੋਂ ਇਠਾਵਾ ਹੋਰ ਚੀਜ਼ਾਂ ਜਿਸ ਤਰ੍ਹਾਂ, ਜਾਨਵਰ, ਕੁਝ ਗਠਾਤ ਜਾਂ ਜਗ੍ਹਾ ਤੋਂ ਡਰਨ ਵਾਲਾ/ਵਾਲੀ।
30. ਸਕੂਲ ਜਾਣ ਤੋਂ ਡਰਨ ਵਾਲਾ/ਵਾਲੀ।
31. ਡਰ ਕੇ ਜਾਂ ਘਬਰਾ ਕੇ, ਕੁਝ ਗਲਤ ਸੋਚਣ ਜਾਂ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
32. ਮੈਂ ਹਰ ਕੰਮ ਵਿੱਚ ਨਿਪੁੰਨ ਹੋਣਾ ਹੈ, ਇਹ ਸੋਚ ਰੱਖਣ ਵਾਲਾ/ਵਾਲੀ।
33. ਮੈਨੂੰ ਕੋਈ ਪਿਆਰ ਨਹੀਂ ਕਰਦਾ, ਇਸ ਦੀ ਹਮੇਸ਼ਾ ਸ਼ਿਕਾਇਤ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ
34. ਹਮੇਸ਼ਾ ਇਹ ਸੋਚਣ ਜਾਂ ਸ਼ਿਕਾਇਤ ਕਰਨ ਵਾਲਾ ਕਿ ਮੈਨੂੰ ਘਰ ਵਿੱਚ ਕੋਈ ਪਿਆਰ ਨਹੀਂ ਕਰਦਾ, ਸਾਰੇ ਮੈਨੂੰ ਨੁਕਸਾਨ ਪਹੁੰਚਾਣਾ ਚਾਹੁੰਦੇ ਹਨ, ਇਹੀ ਸੋਚ ਰੱਖਣ ਵਾਲਾ/ਵਾਲੀ।
35. ਆਪਣੇ ਆਪ ਨੂੰ ਘਟੀਆ ਤੇ ਨਿਕੀਆਂ ਸਮਝਣ ਵਾਲਾ/ਵਾਲੀ।
36. ਸਦਾ ਸੱਟਾਂ ਚੋਟਾਂ ਲਵਾਉਣ ਵਾਲਾ/ਵਾਲੀ ਦੁਰਘਟਨਾ ਦਾ ਸ਼ਿਕਾਰ ਹੋਣ ਵਾਲਾ/ਵਾਲੀ।
37. ਲੜਾਈ ਵਿੱਚ ਮੋਹਰੀ ਰਹਿਣ ਵਾਲਾ/ਵਾਲੀ।

38. ਮਜ਼ਾਕ ਦਾ ਵਿਸ਼ਾ ਬਨਣ ਵਾਲਾ/ਵਾਲੀ।
39. ਸੈਤਾਨੀ ਕਰਨ ਵਾਲਿਆਂ ਦਾ ਸਾਥ ਦੇਣ ਵਾਲਾ/ਵਾਲੀ।
40. ਅਣਚੋਣਿਆਂ, ਗੋਲਾਂ ਜਾਂ ਅਵਾਜ਼ਾਂ ਸੁਣਨ ਵਾਲਾ/ਵਾਲੀ ਐਂ:-
41. ਬਿਨਾ ਸੋਚੇ ਸਮਝੇ ਜਲਦੀ ਵਿੱਚ ਕੰਮ ਫਰਨ ਵਾਲਾ/ਵਾਲੀ
42. ਇਕੱਠਾਪਠ ਪਸੰਦ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
43. ਧੋਖੇਬਾਜ਼ ਝੂਠਾ ਜਾਂ ਫਰੇਬੀ।
44. ਆਪਣੇ ਨਹੀਂ ਮੂੰਹ ਨਾਲ ਕੱਟਣ ਵਾਲਾ/ਵਾਲੀ।
45. ਘਬਰਾਉਣ ਵਾਲਾ/ਵਾਲੀ।
46. ਘਬਰਾ ਕੇ ਅਬੀਬ-ਅਜੀਬ ਹਰਕਤਾਂ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
47. ਡਰਾਉਣੇ ਸੁਪਨਿਆਂ ਦੀ ਸ਼ਿਕਾਇਤ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
48. ਜਿਸ ਦਾ ਸਾ ਦੂਜੇ ਬੱਚੇ ਪਸੰਦ ਨਹੀਂ ਕਰਦੇ।
49. ਕਬਜ਼ ਦੀ ਸ਼ਿਕਾਇਤ ਰੱਖਣ ਵਾਲਾ/ਵਾਲੀ।
50. ਬਹੁਤ ਹੀ ਡਰਪੋਕ, ਬੇਚੈਨ ਰਹਿਣ ਵਾਲਾ/ਵਾਲੀ।
51. ਹਮੇਸ਼ਾ ਸੁਸਤਾਉਣ ਵਾਲਾ/ਵਾਲੀ ਉਘਣ ਵਾਲੀ।
52. ਆਪਣੇ ਆਪ ਨੂੰ ਦੇਸ਼ੀ ਠਹਿਰਾਉਣ ਵਾਲਾ/ਵਾਲੀ।
53. ਜ਼ਰੂਰਤ ਤੋਂ ਜ਼ਿਆਦਾ ਖਜ਼ਣ ਵਾਲਾ/ਵਾਲੀ(ਪੇਟੂ।
54. ਥਕਿਆ ਥਕਿਆ ਰਹਿਣ ਵਾਲਾ/ਵਾਲੀ।
55. ਉਮਰ ਤੋਂ ਵਧ ਵਜ਼ਨ ਵਾਲਾ/ਵਾਲੀ।
56. ਸ਼ਰੀਰਕ ਸਮੱਸਿਆਵਾਂ ਜਿੰਨ੍ਹਾਂ, ਦੇ ਡਾਕਟਰੀ ਕਾਰਨਾਂ ਦੀ ਜਾਣਕਾਰੀ ਨਾ ਹੋਵੇ
57. ਹੋਰ ਚਰਦਾ(ਸਿਰ ਚਰਦ ਤੋਂ ਸਿਵਾ)
58. ਸਿਰ ਚਰਦ
59. ਜੀ ਇਕੱਠਾਉਣਾ/ਵੱਤ ਠੰਢੇ ਰਹਿਣਾ, ਬਿਮਾਰ-ਬਿਮਾਰ ਮਹਿਸੂਸ ਕਰਨਾ।
60. ਔਖਾਂ ਦੀਆਂ ਬਿਮਾਰੀਆਂ(ਸਮੱਸਿਆਵਾਂ) ਐਂ:-
61. ਚਮੜੀ ਦੇ ਰੋਗ, ਧਫੜ ਆਦਿ ਪੈਣਾ।
62. ਉਲਟੀਆਂ, ਸਭ ਕੁਝ ਖਾਧਾ ਪੀਤਾ ਬਾਹਰ ਨੂੰ ਆਉਣਾ।
63. ਪੇਟ ਚਰਦ, ਕੁਝੋਨ ਪੈਣੇ।
64. ਹੋਰ ਇਸ ਤੋਂ ਇਨਾਵਾ ਜੋ ਕੁਝ ਚੰ ਐਂ:-
65. ਦੁਸਰਿਆਂ ਨੂੰ ਜਿਸਮਾਨੀ ਚੋਟ ਪਹੁੰਚਾਉਣ ਵਾਲਾ/ਵਾਲੀ।
66. ਹਰ ਵੇਲੇ ਜਿਸਮ ਦੇ ਅੰਗ ਜਿਸ ਤਰ੍ਹਾਂ ਠੰਕ, ਚਮੜੀ, ਕੰਨ ਆਦਿ ਨੂੰ ਪਕੜੀ ਰੱਖਣਾ।

67. ਜਨਤਾ ਵਿੱਚ ਆਪਣੇ ਗੁਪਤ ਐਗਾਂ ਨਾਲ ਛੇੜਖਾਨੀ ਕਰਦੇ ਰਹਿਣ ਵਾਲਾ।
68. ਆਪਣੇ ਗੁਪਤ ਐਗਾਂ ਵੱਲ ਜ਼ਿਆਦਾ ਤੋਂ ਜ਼ਿਆਦਾ ਛੇੜਖਾਨੀ ਕਰਦੇ ਰਹਿਣ ਵਾਲਾ/ਵਾਲੀ।
69. ਸਕੂਲ ਦਾ ਕੋਮ ਤਸੱਲੀਬਖਸ਼ ਨਾ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
70. ਅਲੱਗ-ਥੱਲੇ ਰਹਿਣ ਵਾਲਾ, ਬੁਝਿਆ-ਬੁਝਿਆ ਸੁਸਤ ਰਹਿਣ ਵਾਲਾ/ਵਾਲੀ।
71. ਆਪਣੇ ਤੋਂ ਵੱਡਿਆ ਬੱਚਿਆ ਦਾ ਸਾਥ ਪਸੰਦ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
72. ਆਪਣੇ ਤੋਂ ਛੋਟੇ ਬੱਚਿਆ ਦਾ ਸਾਥ ਪਸੰਦ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
73. ਚੁੱਪ-ਚੁੱਪ ਰਹਿਣ ਵਾਲਾ/ਵਾਲੀ, ਫੱਲਾਂ ਕਰਨ ਤੋਂ ਪ੍ਰਹੇਜ਼ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
74. ਕੋਮ ਵਾਰ-ਵਾਰ ਦੁਹਰਾਉਂਦਾ ਹੈ/ਦੁਹਰਾਉਂਦੀ ਹੈ।
75. ਘਰੋਂ ਦੌੜ ਜਾਣ ਵਾਲਾ/ਵਾਲੀ।
76. ਜ਼ਿਆਦਾ ਚਿਲਾਉਣ ਵਾਲਾ/ਵਾਲੀ। ਘਰ ਸਿਰ ਤੇ ਚੁੱਕਣ ਵਾਲਾ/ਵਾਲੀ।
77. ਵਿਚਾਰ ਗੁਪਤ ਰੱਖਣ ਵਾਲਾ/ਵਾਲੀ ਜਿਲ ਦਾ ਭੇਦ ਨਾ ਖੋਲਣ ਵਾਲਾ/ਵਾਲੀ।
78. ਐਸੀਆ ਚੀਜ਼ਾਂ ਜਿੰਨ੍ਹਾਂ ਦੀ ਹੋਦ ਨਹੀਂ, ਦੇਖਣ ਵਾਲਾ/ਵਾਲੀ। ਏ:-
79. ਆਪਣੇ ਪ੍ਰਤੀ ਸਰਤਕ ਰਹਿਣ ਵਾਲਾ ਜਾਂ ਜਲਦੀ ਉਤੇਜਿਤ ਹੋਣ ਵਾਲਾ।
80. ਐਗ ਨਾਉਣ ਵਾਲਾ, ਭਾਖੜ ਮਚਾਉਣ ਵਾਲਾ/ਵਾਲੀ।
81. ਗੁਪਤ ਐਗਾਂ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ-ਏ:-
82. ਦਿਖਾਵਾ ਕਰਨਾ ਜਾਂ ਜੋਕਰਾਂ ਵਾਲੀਆਂ ਹਰਕਤਾਂ ਕਰਨ ਵਾਲਾ/ਵਾਲੀ।
83. ਸਰਮਾਕਲ ਅਤੇ ਡਰਪੇਕ।
84. ਹਮ ਉਮਰ ਬੱਚਿਆਂ ਨਾਲੋਂ ਘੱਟ ਸੌਣ ਵਾਲਾ/ਵਾਲੀ।
85. ਹਮ ਉਮਰ ਬੱਚਿਆਂ ਨਾਲੋਂ ਜਿਲ ਵੇਲੇ/ਰਾਤ ਵੇਲੇ ਜ਼ਿਆਦਾ ਸੌਣ ਵਾਲਾ।
86. ਜਿੱਦੀ, ਕੁਠਣ ਵਾਲਾ ਜਾਂ ਚਿੜਚੜਾ।
87. ਖੋਲਣ ਦੀ ਸਮੱਸਿਆ:-
88. ਖਿਲਾ ਵਿੱਚ ਟਿੱਕਟਿਕੀ ਲਗਾਕੇ ਦੇਖਣ ਵਾਲਾ/ਵਾਲੀ।
89. ਘਰ ਵਿੱਚ ਹੀ ਚੋਰੀ ਕਰਨ ਦੀ ਆਦਤ ਵਾਲਾ/ਵਾਲੀ।
ਘਰ ਤੋਂ ਬਾਹਰ ਚੋਰੀ ਕਰਨ ਵਾਲਾ।
90. ਜਿੰਨ੍ਹਾਂ ਚੀਜ਼ਾਂ ਦੀ ਜ਼ਰੂਰਤ ਨਹੀਂ, ਉਨ੍ਹਾਂ ਨੂੰ ਸੰਭਾਲ ਕੇ ਰੱਖਣ ਵਾਲਾ/ਵਾਲੀ।

91. ਕੋਈ ਹੋਰ ਅਜੀਬ ਵਿਵਹਾਰ ਦੋ:-
92. ਅਲੱਗ ਅਲੱਗ ਵਿਚਾਰ ਰੱਖਣ ਵਾਲਾ-ਦੋ:-
93. ਜਿੱਦੀ, ਗੁੱਸਾ ਝੜਾਉਣ ਵਾਲਾ
94. ਇੱਕ ਦਾ ਵਿਚਾਰ ਬਦਲ ਦੇਣ ਵਾਲਾ।
95. ਹਕ ਨਾਉਣ ਵਾਲਾ।
96. ਸ਼ੱਕੀ ਸੁਭਾ ਵਾਲਾ
97. ਗੱਲ ਗੱਲ ਤੇ ਕਸਮਾਂ ਖਾਣ ਵਾਲਾ ਤੇ ਗੰਦੀ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨ ਵਾਲਾ।
98. ਆਪਣੇ ਆਪ ਨੂੰ ਮਾਰ ਦੇਣ ਦੀਆਂ ਵਿਉਂਤਾਂ ਚੁੱਸਣ ਵਾਲਾ।
99. ਬੜਬੜਾਉਣ ਜਾਂ ਠੀਂਦ ਵਿੱਚ ਤੁਰਨ ਵਾਲਾ।
100. ਬਹੁਤ ਜ਼ਿਆਦਾ ਬਾਤੂਨੀ
101. ਦੂਜਿਆਂ ਦੀਆਂ ਨਕਲਾਂ ਕਰਕੇ ਚਿੜਾਉਣ ਵਾਲਾ।
102. ਗਰਮ ਸੁਭਾ ਵਾਲਾ, ਗੁੱਸੇ ਵਿੱਚ ਤੂਫਾਨ ਖੜ੍ਹਾ ਕਰਨ ਵਾਲਾ।
103. ਕਾਮ ਬਾਰੇ ਹਮੇਸ਼ਾ ਸੋਚਣ ਵਾਲਾ।
104. ਲੋਕਾਂ ਨੂੰ ਘਮਕੀਆਂ ਦੇਣ ਵਾਲਾ।
105. ਅੰਗੂਠਾ ਚੁਸਣ ਵਾਲਾ।
106. ਸਫਾਈ ਦਾ ਬਹੁਤ ਧਿਆਨ ਰੱਖਣ ਵਾਲਾ।
107. ਸੌਣ ਵੇਲੇ ਤਕਲੀਫ਼ ਦੇਣ ਵਾਲਾ। ਦੋ:-
108. ਸਕੂਲੋਂ ਭਗੌੜਾ ਹੋਣ ਵਾਲਾ।
109. ਬੈਂਕਿਆ-ਬੈਂਕਿਆ ਮਹਿਸੂਸ ਕਰਨ ਵਾਲਾ, ਸੁਸਤ ਰਹਿਣ ਵਾਲਾ, ਹਰ ਕੰਮ ਲੋਠੀ-ਲੋਠੀ ਕਰਨ ਵਾਲਾ।
110. ਹਮੇਸ਼ਾ ਦੁਖੀ, ਉਦਾਸ ਰਹਿਣ ਵਾਲਾ।
111. ਅਸਾਧਾਰਨ ਤਰੀਕੇ ਨਾਲ ਉਚਾ-ਉਚਾ ਬੋਲਣ ਵਾਲਾ।
112. ਨਸ਼ਾ ਕਰਨ ਵਾਲਾ, ਸ਼ਰਾਬ ਪੀਣ ਵਾਲਾ, ਡਾਕਟਰੀ ਹਦਾਇਤ ਤੋਂ ਛਿਨਾ ।
113. ਗੁੰਡਾ-ਗਰਦੀ ਕਰਨ ਵਾਲਾ, ਝਗੜਾ ਸਹੇੜਨ ਵਾਲਾ।
114. ਹਮੇਸ਼ਾ ਪਾਣੀ ਨਾਲ ਭਿੱਜਣ ਵਾਲਾ, ਹਮੇਸ਼ਾ ਰੀ-ਰੀਂ ਕਰਨ ਵਾਲਾ।
115. ਰੌਂਦੂ
116. ਬਿਸਤਰ ਗਿੱਲਾ ਕਰਨ ਵਾਲਾ।
117. ਆਪਣੇ ਤੋਂ ਦੂਸਰਾ ਸਕੈਸ/ਠਿੰਗ ਦੀ ਇੱਛਾ ਰੱਖਣ ਵਾਲਾ।
118. ਬੁਝਿਆ-ਬੁਝਿਆ, ਕਿਸੇ ਨਾਲ ਵੀ ਨਾ ਮਿਲਣ ਵਾਲਾ।

119. ਹਰ ਵੇਲੇ ਚਿੰਤਾ ਕਰਦੇ ਰਹਿਣ ਵਾਲਾ।

120. ਇੰਨਾ ਤੋਂ ਇਠਾਵਾ ਕੋਈ ਹੋਰ ਸਮੱਸਿਆ ਜਿਹੜੀ ਤੁਹਾਡਾ ਬੱਚਾ ਪੈਦਾ
ਕਰਦਾ ਹੈ, ਠਿਖੇ:-



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