THE PERCEIVED CAUSES OF BEHAVIOUR PROBLEMS OF CHILDREN IN HOMES

BY
JANET ADZENGA

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CERTIFICATION

This project report entitled "The perceived Causes of behaviour problems of Children in Home" by Janet A. Adzenga meets the regulations governing the award of the degree of Master of Education in Home Economics with specialisation in Family and Child Development of the Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

Ademike Addo

Dr. (Mrs.) A.A. Addo
Chairman, Supervisory Committee

Date: 2/10/86

Second, Supervisory Committee

Date:

Ademike Addo

Dr. (Mrs.) A.A. Addo
Ag Head of Department

Date: 2/10/86

Professor G.E. Osuide
Dean, Postgraduate School

Date:

D E C L A R A T I O N

I hereby declare that this project is my own original research work; planned, carried out and written by me. To the best of my knowledge, it has not been previously presented in any form anywhere else nor at any level for academic purpose.

Signed:.....

J.A. Adzenga, (Mrs).

DEDICATION

This research study is dedicated to the family in which I am a child, nourished and brought up by loving parents,

and to:

Our four boys -

Terfa Adzenga

Iorpuu Adzenga

Terna Adzenga

Iorliam Adzenga

My little nephews and nieces -

Mone Aernyi

Iember Dajo

Adue Dajo

Tersen Aernyi

Nguhemen Aernyi

Ishima Aernyi

Aungwa Aernyi

Ngunan Aernyi

Awase Aernyi

Oryina Aernyi

Adondo Aernyi, and all those yet to come.

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Finally, I am most grateful to God for all His mercies.

J.A. Adzenga

A B S T R A C T

The study investigated the perceived causes of behaviour problems of children in homes. It was designed to find out views on certain aspects of the home environment considered to be responsible for problem behaviour in children.

The sample was made up of 120 subjects randomly selected from final year students of four secondary schools in Gboko Local Government nrea of Benue State of Nigeria. The students were aged 15 - 18 years and comprised equal number of boys and girls.

The major instrument for collecting data for the study was the questionnaire employing a five—point rating scale. It was based on finding out the views of the subjects regarding the selected aspects of the home environment as causes of behaviour problems in children. Points on the Likert scale indicate how strongly the SAobjects agreed with the various aspects as causes of behaviour problems.

The data collected were tabulated under various sections. The total and mean scores for the subjects under each section were calculated and classified according to four sets of groups based on sociopersonal factors of the subjects. These mean scores form the basis of comparison of the groups - boys with girls, high income with low income subjects, those of high educated

with those of low educated parents, and subjects from large families with those from small families.

In order to compare bhe views of the various groups, the standard deviation of each group was calculated and the Z test was conducted. This procedure was used in analyzing the views of the subjects on the various causes of behaviour problems. The information obtained from the analysis of data is contained in the following summary;

1. The topic of behaviour problems has been found to be a familiar one. Behaviour problems are generally considered as resulting from environmental rather than inborn factors. Views on the various causes studied differ among the groups of subjects. Both boys and girls held similar" views regarding faulty parents child relationships, sibling rivalry, and economic constraints as causes of behaviour problems of children. Differences were however observed in views of girls and boys on parental disliarmony.

There were differences in views of subjects from high income and low income families on all aspects investigated.

The study also revealed differences in views of subjects with high and low educated parents on all the causes of behaviour problems studied.

There were, finally, differences in views of subjects from large and small families on all the causes of behaviour problems of children studied.

2. The findings have important implications for the prevention of behaviour problems of children in particular and the success of the current "War Against Indiscipline (WAI) in general. The researcher viewed that many acts of problem behaviour and indiscipline are rooted in the homes. As such solutions for any of such acts must be directed firstly to the homes.

Recommendations were given which if implemented would to some extent ensure effective prevention of behaviour problems in children. Suggestions were also given for further research in the area.

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CHAPTER ONE

1.0 THE PROBLEM

1.1 Introduction

For many years, there has been considerable speculations about the extent to which behaviour problems exist among the child population. Many studies designed to investigate this problem have been carried out in the school and home situations including those of Olson (1930); Mcfie (1934); Rogers (1942); Cummings (1944); Ulman (1952); Bower (1958) and Stott (1958). Various authors have used the concepts such as maladjustments, deviant behaviours, misdemeanours and emotional disturbances to denote the same thing.

Findings from studies on the onset of behaviour problems have pointed out that behaviour problems in childhood or early adolescence were related to more serious problems later in life. Robins (1978) and Rutter et al (1970) concluded from their findings that patterns of behaviour problems that are evidenced in or emerge in the elementary school period appear particularly salient for predicting adult anti-social behaviours.

Case studies of youngsters whose problems were not recognized or solved and who later became social and personal misfits are easy to find. The life story of a man whose final action attracted world attention is a typical example. At the age of 12 years, he was described as a tense, withdrawn, resentful and solitary boy with a record of truancy.

At 13, he was seen by a psychiatrist after a brush with the law, and was described as having a hatred for authority. At 15, he dropped out of school. At 23, "he 'burned' the whole meaning of his behaviour into the memory of a nation by assassinating President John F. Kennedy of America" (Engel 1972).

The formidable effects of behaviour problems in the Nigerian society are reflected in a number of the various cases of youth protests and indiscipline, corruption, frauds, arson and other unpatrotic acts. This state of affairs has led to the popularity of articles, books, and magazines offering advice on how to solve the societal problems. Many well meaning citizens believe firmly that the primary cause of the societal problems is form the home, so solutions should be directed there.

Adunmun (1982) pointed out that the root cause of the societal problems in the country is from the failure of the family institution to teach the young ones the appreciation of honesty, self reliance, and help for the society. He concluded that any meaningful and practical solution can be advanced only when the root causes are discovered.

Of the same view is Ogbodo (1983) who connected societal problems with childhood problems when he reminded Nigerian mothers to make beneficial use of the strongest emotional and psychological tie they have with the child by making the country's then ethical revolution programme a success. That is, mothers should teach their children to grow up with acceptable behavious since they (mothers) have such close contact with them (children) most of the time.

In agreement with the saying that "a stitch in time saves nine", the problem of behaviour problems in children demands research directed towards finding the factors which cause these in order to take the right steps to correct them.

1.2 Statement of the Problem

The question of causes of behaviour problems in children has for long attracted attention from many researchers and authors. Many of the researchers and authors especially in the fields of psychology and child development have in fact already come out with a diversity of opinion on the probable causes of behaviour problems.

The mere frequency with which certain conditions are mentioned is however by no means a safe guide to their actual influence on all children in all cultures.

Furthermore most of the studies already undertaken in the area have been in the Western countries where the family relationships for instance may assume a different dimension and children would easily be affected when something has gone wrong. Because of the anticipated differences, there is need to study the problem of behaviour problems on Nigerian children.

The present study, done in Benue State of Nigeria on the perceived causes of behaviour problems of children in homes is therefore an attempt to find out what obtains in the Nigerian situation.

1.3 General Objectives

The general objectives to be achieved by the study were:

1. To study the causes of behaviour problems of children in homes.
2. To find out the influence of some socio-personal factors on behaviour problems of children in homes.

1.4 Specific Objectives of the Study

The study was planned to achieve the following specific objectives:

1. To find out how such aspects of the home environment as parent-child relationships, parental disharmony, sibling rivalry and economic constraints are viewed, as causes of behaviour problems of children.
2. To find out sex differences in views on the causes of behaviour problems of children.
3. To identify differences in views from other socio-personal factors (family size, educational and income levels) on the causes of behaviour problems of children in homes.

1.5 Basic Assumptions

The following assumptions have been formulated for the research study:

1. The causes of behaviour problems of children are not related to some aspects of home environment.

2. The views on causes of behaviour problems of children in homes will be different in boys and girls

3. The views on perceived causes of behaviour problems of children in homes will be different among children from low versus high income group, educated versus non educated families and large versus small families.

1.6 The Hypotheses

The following hypotheses have been formulated to guide the researcher:-

1. HO_1 There are no differences between boys and girls in their views on perceived causes of behaviour problems of children.

2. HO_2 There are no differences in the views on perceived causes of behaviour problems among children from:

(a) High income versus low income families

(b) Educated versus non educated families

(c) Large versus small families.

1.7 The Need for the Study

The child with behaviour problems is a problem not only to himself and to his family, but also to the society and school. In societies with social welfare facilities, some of such children end up living in homes depended upon public welfare fund. In schools, they are found in some cases to be seriously below average in school achievement, frequently involved in disciplinary problems, require more

attention from the school staff and have a greater incidence of contact with the police.

Apart from that, there is growing consensus in the research literature concerning the stability of behaviour problems of children, (Patterson 1982; Robins 1966 and 1978; West and Warrington 1973 and 1977; Mitchell and Rosa 1981; Osborn and West 1979; Moore, Chamberlain and Mukai 1979). The conclusion from some of the studies that antisocial personality rarely or never arose just in adulthood, but has its roots in childhood deserves some attention.

If the society is to be relieved of the financial burdens created by behaviour problems in children, and if t the human tragedies caused by them are to be minimized, then steps should be taken to identify the causes of the problems. With specific reference to the growing concern about the moral decadence and indiscipline in Nigeria, research in this area is needed so as to find effective solutions which will go a long way in helping to correct the societal ills.

Since children are considered a nation's best natural resources, all efforts shoubd be made to ensure that they grow up into highly trained citizens both intellectually and morally, so that they take up their rightful places in building a strong moral nation.

The fact that most researchers done on children's behaviour problems are about children of other cultures further stress the need for the present study on a sample of Nigerian children to find out what obtains in the Nigerian situation.

1.8 Limitations of the Study

The limitations of the study were the following:

1. The study was limited to only one local government area Gboko, of the Benue State of Nigeria.
2. A sample of 120 children only was studied. They were aged between 15 - 18 years and drawn from final classes of Post-Primary schools in the area of study.
3. The factors under investigation were only those related to home situations.
4. The variables studied were limited to the sociopersonal factors of sex, family size, income and educational levels of parents.

1.9 Definition of Unique Terms

Aggression:

An actual or threatened act of hostility usually unprovoked by another person (Hurlock 1978).

Anal Stage:

Second stage in psychoanalytic theory (12-18 months) in which emphasis is on the anal zone for gratification or pleasure (Papalia and Olds 1978).

Antisocial Behaviour:

Behaviour that directly attacks prevailing social standards or representatives of society, disrupts social relationships and interferes with the development of warm and affectionate relationships among people (McDavid and Garwood 1978).

Behaviour Problem:

Any constant behavioural discrepancy between what is expected of a growing child in social and academic areas and what is done by him or her in these various areas (Gardener 1978).

Bullying:

Inflicting physical pain on another because of the pleasure one derives from watching the victim's discomfort and attempts to retaliate (Hurlock, op. cit.).

Defence Mechanism:

Aggressive behaviour directed toward a person or object not directly associated with the frustrating event (McDavid and Garwood, 1978).

Egocentric:

A self-centered point of view (Hornby 1981).

Electra Complex:

In Psychoanalytic theory, the conflict between a girl's love for her father and jealousy of her mother. The conflict should be resolved by the girl's identification with her mother (Birren, et al., 1981).

Enuresis:

The involuntary discharge of urine after about age four to six. It is sometimes connected with emotional disturbance.

Favouritism:

Selective display of love and attention (Few, op' cit)

Fixation:

In psychoanalytic theory - partial arrest at a particular stage due to under overgratification during that period (Birren et al., op cit).

Frustration:

The occurrence of events that block ones efforts to reach a particular goal (McDavid and Garwood op. cit).

High Income:

Annual income that can make it possible for the earners to live a comfortable and satisfactory life by affording them both the necessities and luxuries of living. For the study such income is within the range of ₦8000.00 a and above per annum.

Latency Period:

Fourth stage of pschoanalytic theory during middle childhood, in which child moves out away from family to peers (Westlake, 1972).

Low Income:

Annual income that can scarcely provide the bare necessities of life for the earners. For this study, such income is within the range of ₦3000.00 and below per annum.

Oedipus Complex:

The male counterpart of Electra complex in the psychoanalytic theory. It is a phenomenon in which a male child in the phallic stage feels sexual attraction for the opposite sex parent and rivalry toward the parent of the same sex (Papalia and Olds, op. cit).

Oral Stage:

First stage of psychoanalytic theory (first year) in which the mouth is the main source of gratification (Westlake, op. cit)

Phallic Stage:

In psychoanalytic theory the third stage of pyscho-sexual development (age 30 months-five years) during which sex role behaviour develops through the process of identification (Birren, et al., op. cit)

Projection:

A defense mechanism in which one places the blame for his shortcomings on others or on conditions that are outside of himself (Bernard 1973).

Psychosexual development:

Essence of the Freudian theory which claims that human personality develops through a sequence of stages whereby gratification or pleasure shifts from one bodily zone to another (oral, anal, phallic) accompanied by a shift in the agent of gratification (Papalia and Olds, op. cit).

Regression:

Returning or reversion to forms of behaviour that were satisfying or effective in an earlier life stage but are no longer appropriate to one's present level of development. For example, the nine year old who has not wet his bed since he was four goes through a spell of bed-wetting when his parents talk of getting a divorce (McDavid and Garwood, op. cit).

CHAPTER TWO

2.0 REVIEW OF RELEVANT LITERATURE

This review of related literature is drawn to take into consideration the theoretical background, research findings and views of other researchers and authors on causes of behaviour problems of children. It is intended to consider:

1. The theoretical explanations of behaviour problems
2. Definition of the term-behaviour problems
3. Nature of behaviour problems
4. Influence on children's behaviour by -
   (a) parent child relationships
   (b) parental disharmony
   (c) sibling relationships
   (d) economic constraints of the family.

2.01 Theoretical Background

A variety of theoretical positions are held by psychologists and psychiatrists working with maladjusted children. Their positions in main are "psychoanalytically oriented" and the "learning theory oriented".

Those in the psychoanalytic school of thought are guided predominantly by the views of Freud, Jung, Adler and Erikson, while learning theorists may follow Skinner, Eysenck, Mowrer, Dollard or Miller.

It is generally believed that the social behaviour has to be acquired. It is not there at birth; it develops through socialization.

Problem behaviour is presumed to arise from socialization lapses in certain social institutions such as the school or the family. All behaviour is thus a product of social interaction and is seen only in relation to other people.

2.02 The Psychoanalytic Theory

The chief explanation of behaviour problems according to psychoanalysts, must be sought in analysis of the unconscious mind, which consists of a world of inner feelings that are unlikely to be subject to recall at will. Sigmund Freud (Viennese physician 1856 - 1939) is the father of this school of thought of psychology.

According to psychoanalytic writers, much of the adults behaviour owes its form and intensity to certain instinctive drives and to early reactions to parents and siblings. They stress the vital role of early childhood experiences in determining certain patterns of behaviour in the adult. The theory maintains that unless the basic drives for the need for food, warmth, love and security are gratified during early interactions, a child will leave infancy with a certain degree of fixation or conflict with the resultant problem behaviour. The two variables which mark disturbed behaviour are fixation at an early stage of development and regression to an infantile stage during periods of stress.

The psychoanalysts think of the development process as consisting a series of fixed stages through which every child passed in sequential order.

Personality progresses from the oral stage to the anal, to the phallic and to the latency stage in childhood. The experiences that occur during each period are believed to affect an individual's character traits manifested through life.

Psychoanalysts have tried to show that many social phenomena can be understood only when viewed in the light of the oedipal complex which produces significant manifestations in almost every sphere of human activity. Freud theorized that the child between the ages of three and five develops an increased affection for the parent of the opposite sex. The typical boy views the mother as a desirable love object that he wants to possess exclusively. The girl similarly yearms to possess her father (electra complex). However, the child recognizes that he or she has been won in this competition by the like-sexed parent. The boy's father has been the winner in the contest for the mother's sexual attention and the girls mother has been the winner in the competition for the father's love.

To resolve this problem of yearning for the opposite - sex parent, the normal child in Freud's system seeks to acquire the characteristics of the winner. This means that the boy identifies with his father and seeks to adopt his father's traits; the traits of masculinity. In like fashion, the girl identifies with the mother and tries to behave in those feminine ways that apparently have made her mother successfully attractive.

If the process of resolving the parental - love conflict goes away, the child apparently will not achieve a proper resolution of the conflict he faced in middle childhood. This will result in inappropriate behaviour later on.

2.03 The Adlerian Point of View: Individual Perception Theory

The Adlerian theorists called after Afred Adler (Australian psychiatrist 1870 - 1937) see behaviour in terms of the individual's perception of his own particular situation.

The Adlerian theory regards man as relatively free in determining his own behaviour, although he is also a product of external influences and hereditory forces. The child is purposive and striving, involved in making his own decisions and engaging in activities that enable him to pursue his goals. The Adlerians recognize man as being essentially a social being and believe that actions and movements are directed toward a goal. All behaviour has social meaning and can best be understood when seen in the context of the childs social setting, whether it be the family, the class, his peers or some other group.

Man is understood only in terms of his phenomenological field; the world and self as experienced by the individual at the instant of action. It is more important then to know how the child sees the situation or feels about it than to know what has objectively occured.

It is assumed that the child's behaviour can be understood and makes sense only in terms of the way in which he subjectively views the world.

The child thus has the capacity to interpret and assign meaning to events that occur around him. According to the Adlerian, although a childs behaviour may appear inappropriate the child himself believes that this is the most effective way for him to behave at that time.

They believe that the child's first experiences come as the child observed and accumualtes experiences from members of his family and develops certain attitudes and convictions. His basic pattern of activity is established early in life and is difficult to change. Adlerians proposed that in dealing with the difficult and disturbing child, it is important to recognize:

1. the social attitudes within the family which influences the attitudes he eventually develops,
2. the family constellation which essentially refers to the childs psychological response and his evaluation of his position among his siblings,
3. the childs goals of the misbehaviour which Dreukurs (1957) formulated as:
   (a) attention getting
   (b) power
   (c) revenge or the desire to retaliate
   (d) the display of real or imagined inadequacy and inferiority.

2.04 The Lewinian Viewpoint (Field Theory)

Kurt Lewin (1890 - 1947) a German-American psychologist developed a field theory of personality.

One of Lewin's favourite ways of viewing child's behaviour was to plot behaviour visually as a map of the child's life space or region. By the term life-space he meant all the different forces influencing the child's thought processes at the moment the child is making a decision about how to act. These forces include pertinent memories of the past that the child brings to bear on the incident, the child's physical state at the time (such as degree of hunger or fatigue), and whatever the child is perceiving at the moment in the environment. Some of these forces push the child to act one way, and some push him to act another way. The child's final decision is the result of the stronger collection of forces winning out over the weaker collection.

The Lewinian viewpoint is adapted in the present research to suggest that a child's behaviour problem is to be viewed with reference to the particular child, his physical as well as his psychological environment.

2.05 Nature of Behaviour Problems

A number of terms are usually employed with reference to behaviour problems. The common terms used interchengeably in literature, but all having the same implications are

"problem behaviour", "behaviour disorders", "abnormal behaviour" or "malajustments", emotional disorders or disturbances".

In one of the official definitions of behaviour problems Hinsie and Campbell (1960) defined behaviour problems as reactions to an unfavourable environment, which may appear as problems of personality development (as persisting undesirable traits of habits), as conduct disorders (involving a large number of antisocial tendencies), and as neurotic traits and school problems.

Clinnard (1974) explained that problem behaviour is behaviour that disgresses from what the majority approves of, or a variation of a normal behaviour.

Gardner (1978) explained that in a child, any behaviour is generally viewed as what he does, how he relates to others, what he accomplishes, what he reports about his emotional experiences, how he approaches a learning task, how he performs in a competitive situation and how he uses covert-cognitive behaviours to influence other behaviours. A behaviour problem is thus any consistent discrepancy between what is expected of a child in academic and social areas and what is done by him in these various areas.

Hurlock (1978) defined a behaviour problem as behaviour which is socially unacceptable though satisfying to the child.

A problem or maladjusted child is according to Burt and Howard (1952) one whose adjustments to the recurrent situations of his everyday life are less adequate than might reasonably be expected from a child of his mental age and whose condition or circumstances therefore require special study and treatment.

Kaplan (1971) explained that problem behaviour is reflected in a variety of symptoms indicating deviations in a person's mental and emotional orientation, in his actions and relations with other people and his personality structure.

Hurlock (ibid) termed it misbehaviour and warned that there is reason for serious concern when the number and seriousness of the child's problem behaviour deviates either above or below the norm for his age and set group. Her list of behaviour problems included lying, cheating, stealing, destructiveness, truancy, wildful disobedience and vandalism.

Wickman (1923) in his own list of children's behaviour problems, included stealing, lying, cheating, immorality obscenity, disobedience, truancy, tardiness, restlessness, cruelty, bullying, tottling and selfishness.

Ziv (1970) similarly, listed cruelty, dishonesty, nervousness, depression, importance, truancy and enuresis. Birch (1955) added nail-biting as another behaviour problem.

Mitchell and Shpherd (1966) on their part, listed restlessness, stammering, fearfulness, thumb or finger-sucking, irritability, shyness, excessive worriness, withdrawal, moodiness and school phobia as the nature of behaviour problems.

A batch of other research studies by Bennet and Youngman (1973); Box (1972), Goggin (1975), Kenkins (1969), Philips (1968), Shaffer (1974) Stewart (1970) and Werry and Quay (1971) gave a long list of indicative danger signals which included:

- flying into rage on the slightest provocation
- showing signs of excessive worry and anxiety
- repeated stealing of small articles despite severe punishment
- excessive cruelty to younger or smaller children or animals
- abnormal anxiety about achieving perfection
- inability to avoid misbehaviour even when repeatedly warned or punished
- habitual lying to suit some purpose
- hostility toward any kind of authority
- accident proneness
- enuresis
- running away from home
- hypercritical and self-righteous
- talking about or attempting suicide
- repeated acts of destruction
- teasing and bullying others when feeling rejected
- clowning to attract attention

- homesickness when away from familiar people and places
- tattling on others to win adult attention and approval
- projecting blame on others and rationalizing acts when criticized
- sour-grapes attitude (covering up disappointment by minimizing the value of unattainable things).

Rutter et al. (1974) included similar items, but added quarrelsomeness, irritability, unresponsive and resentful as the nature of behaviour problems.

Peterson et al (1961) grouped behaviour problems into personality problems which included shyness and withdrawal, and conduct problems; which included truancy and stealing.

Blair, Jones and Simpson (1975) identified the symptoms of maladjustment which can readily be observed by watching the child as, unhappy and anxious facial expression, restlessness, hyperactive, tense, giving evidence of being neglected, selfconsciousness about physical defects, being easily upset, depressed or angered by frustration, having nervous habits such as twitching the face or nail-bitting, or being constantly engaged in daydreaming. Others included truancy, being left out of play groups bullying or being bullied by other children, being resentful of critism, being fearful, quarrelsome or defiant or being given to temper tantrums.

Lovell (1973) gave symptoms which are indicative of maladjustment particularly when a combination of two or three appears frequently and consistently as destructive tendencies towards people and things, extreme restlessness, constant daydreaming, feelings of inferiority, stubborness, abnormal fears of the dark, animals and other things. Others included oversensitivity to criticism and suggestions, inability to work hard at anything, tendency to bully other children, lying, cheating, marked solitariness, repeated truancy from home or school, enuresis or thumbsucking.

2.06 The Causes of Behaviour Problems in Homes

How widespread the influence of the home is on children's behaviour cannot be fully appreciated until one realizes the contributions of the family members and the family setting.

Kaplan (op. cit.) described the home as a psychological laboratory within which human nature takes shape. He explained that the dynamics of human interaction in the home provide children with experiences that lay the foundation for later adjustment.

Lewis (1954) explained that the family provides the matrix within which the child is moulded and developed, the area where his strongest emotional ties are formed, the background against which much of his most intense personal life is enacted. It is the primary institution that teachers the basic psychological and social lessons to the young

child and it supplies him with his initial models for appropriate and effective behaviour. It may not be surprising, therefore to find that a home that fails to make the important contributions leads to poor personal and social adjustments in the child.

Thom (1924) described the home as the "workshop in which the personality of the child is being developed and where the personalities of the parents will make up a very large extent the mental atmosphere in which the child has to live". He believed that faulty habits are invariably due to the imitation of the bad examples in the home.

Anderson and Foster (1927) emphasized that the child's difficulties, problems and modes of response are not exclusively the product of his own nature, but are also the result of the stimulation which he is receiving from his home environment.

2.07 Influence of Faulty Parent-Child Relationships

Evidence of the influence of parent-child relationships on children's behaviour problems is available from many authors and researchers. In many studies, the most powerful factor to emerge in the causation of behaviour problems in children is faulty parental attitudes and behaviour often related to parental instability and unreliability, but occassionally due to ignorance of the needs of children, lack of affection, overstrict discipline, rejection and incosistency.

Loeber (1982) pointed out the available evidence which indicate that deviant behaviour emerges as a function of different deficits or disruptions in the parents' practice of child rearing.

Buhler et al. (1954) placed the responsibility for behaviour problems in children squarely on disturbed parent-child relationship which results from lack of parental love and constancy. As a result, the child is denied the sense of trust which Erikson (1950) described as the foundation upon which a helathy personality is built.

Tilson (1929) and Pringle (1975) acknowledged the saying by specialists that "there are no problem children, only problem parents" to show that it is parents behaviour that causes problems in their children.

The implication of the above statement is reflected in the various patterns of parenting and their outcomes on children's behaviour. Blanchard and Paynter (1927) showed the interelations of the child's behaviour problems and the parents' deficiencies when they found that 65 - 75% of children with behaviour difficulties in their sample came from homes in which the parental training was markedly at fault in some respect. They identified the faults as harsh disciplinary measures, inconsistency, and over-indulgence which all have their bad effects on character formation.

Tilson (ibid) summarized the most common undesirable parental practices as disagreement of parents on discipline, friction between parents, nagging the child and comparing him unfavourably with other children, lax and incosistent discipline, lack of sense of responsibility for training the child, tension between mother and child, waiting on the child too much and bribing and deceiving the child.

Burt and Howard (op. cit.) identified the attitude of parents strongly associated with maladjustment as general lack of affection, overstrict discipline, downright cruelty, mere indifference, selfishness, the presence of a step or foster-mother, the death of the child's own mother, drunkenness, illegitimacy and lack of adequate facilities for recreation.

Kaplan ('71 op. cit) traced a number of behaviour problems in children to rejection which parents reflect through lack of love, failure to treat a child with kindness and respect, failure to encourage and motivate him or a tendency to view the child as a nuisance and treat him with impatience, irritation or anger. He further explained that some children accept rejection passively and become shy, withdrawn and lack interest in life. Others however build much hatred and hostility toward the world and seek to get even through relation retaliation against people and their property. They become cruel, distressful and high tempered; they have been hurt, so they want to hurt back.

Hurlock (op. cit) shared the same view in her explanation that rejection by parents may be expressed by unconcern for the child's welfare or by excessive demands on the child and open hostility. That, according to her leads to resentment, feelings of helplessness, frustrations, nervous mannerisms and hostility to others especially those who are smaller and weaker.

Faw (1980) classified rejecting parents into:-

(1) rejecting and controlling parents who exhibit little love while insisting on rigid control of the children thereby generating anger and hostility in their offspring. Since such anger cannot be exhibited overtly because of the children's fear of their parents, they turn the anger on themselves becoming neurotic, self-punishing individuals with little confidence in themselves and withdrawn from social interactions.

(2) rejecting and autonomous parents who exhibit little love for their children and do not care enough about their parental role to exert the energy required to try to control the children or provide them with any behavioural guidelines. Such pattern of parenting result in overabundance of anger from the child who has little control over his behaviour, and who consequently exhibit extreme aggression.

Symonds (1939) concluded from a careful review of literature that the behaviour characteristics of rejected children was marked by attention getting behaviour, tendency toward delinquency and problems in school.

Symonds (1949) further observed that a child who was rejected developed feelings of insecurity and inferiority because it seemed to him that if he were unworthy of parental love, he was evidently worthless. His efforts to win parental affection may take the form of various attention getting behaviours such as refusal to talk, temper tantrums and bed wetting among others. If such tactics prove futile, the child becomes hostile and aggressive or withdrawn and submissive.

According to Munsinger (1975) rejected children often refuse to grow up. They may become hostile and aggressive or withdrawn into a shell of anxiety.

Overprotection by parents is another pattern of parenting which is often associated with behaviour problems in children. Buhler et al(op.cit) noted that overconcern for children's welfare or pampering results in egocentricity in children and dependence on parents.

Newcomer (1980) associated the overprotective, overso-licitous parent with overanxious reactions in their children. He explained that such a parent teaches the child that he is inadewuate by restricting and otherwise controlling all

activities, not assigning any responsibility and emphasizing the difficulties and dangers connected with life. He identified the overanxious reactions from such children to be oversensitivity; unrealistic fears (including fear of school) shyness and timidity, pervasive feelings of inadequacy, obsessive - compulsive behaviour and somatic symptoms.

Levy (1943) reported two types of overprotection syndrome namely, a dominated and indulged types. He found that the behaviour of the indulged group was featured by disobedience, impedence, tantrums, excessive demands and varying degrees of tyranical behaviour. He pointed out that in addition to the low frustration tolerance, such a child gradually evolves into an exploitive character using every device, through charm, wheedling, coaxing and bullying in order to get his own way.

Similarly, Munsinger (op. cit) also identified two kinds of overprotective parents - indulged and domineering. He noted that the indulged overprotective parent satisfied the child's every need and attends to his every whim. Such a child, according to him is rebellious, aggressive, disrespectful and disobedient. He is a little tyrant who may hit or kick his mother, and throw food on the floor. On the other hand, children reared in an atmosphere of dominant parents tend to quarrel with and withdraw from their peers. Moreover, their self image is low and they feel guilty most of the time.

On the effect of the dominated type of overprotection, Levy (1943) continued that it leads to excessive submissiveness, timidity, dependence and poor peer relationships. The dominated child lets his mother think and act for him and feels lost and homesick in her absence. He concluded that the inseparability of mother and child conduces to the development of school phobias.

Lafore (1945) noted that parents who frequently dictated to an interefered with their children received the largest number of expressions of hostility from their children.

Explaining, Lidz (1967) said that parents who over-protect their children constantly intrude in the child's activities, fight his battles, make his decisions and attach thenselves so closely that the child's emotional development is impeded and he has difficulty achieving an identity of his own. He noted that although such children are most of the time satisfied to lead a docile existence learning about life through books rather than living it, they occassionally make an attempt at self-assertion that may be coupled with an effort to injure those who deprive them of a normal life. In some circumstances, such children who revolted against a stifling home atmosphere may over-throw all restraint and go wild on their first occassion away from home.

Kaplan (op. cit) also referred to parents who become overindulged or give the child too much of everything.

According to him, such parents are submissive to the child and seem unable to assert their will against his. Submissive parents who indulge their children produce youngsters who are egocentric, indiscipline, aggressive, negativistic, infantile or worse. If such submission is carried on very long, the child is likely to become a demanding type of person who expects all kinds of special attention and services. They may develop into aggressive, bullying, resentful sort of person who seeks to compel special considerations for himself. They may eventually turn out to be egocentric tyrants who feel the world owes them all they can get.

Thom (op. cit) warned that parental overanxiety and overconscientiousness are also not be overlooked. He held that one of the most pernicious influences to which a child is subjected is that of persistently interfering members of the family.

Kaplan (op. cit) is of the view that often parental ambitions are unrealistically high. When children cannot live up to such ambitions, they tend to become resentful irresponsible underachievers. In addition, they develop feelings of inadequacy coloured by feelings of matyrdom steming from parental criticism for their lack of achievements.

Chorost (1960) equated parental ambition to domination which is expressed by parents who rule their children with an irongrip and drive them toward the achievements of goals

that are often beyond their capacities. He explained that parental domination is characterized by attitudes of perfectionism and overambition. In effect, some children seek escape from the frustrations of the situation by cheating, and lying in order to convince parents of theor success. When they cannot keep up such pretenses any longer, they become beaten and develop a feeling of hopelessness mixed with fear and hostility.

Elder (1961) concluded that the child of domineering overambitions parents may turn out to be a meek, timid, fearful person or a cheat, a neurotic, a rebel against all his parents stand for.

Some other disciplinary techniques employed by parents in their child-rearing task have also come under attack as being responsible for behaviour problems in children.

Hurlock (op. cit) identified overly strict parents who use harsh and punitive methods to achieve their ends. The child may conform to their standards and be a "good" child. She however explained that while there is surface goodness there is apt to be smoldering resentment which will break out sooner or later causing the child to do many things he otherwise would not have done. The overdisciplined child feels that the world is hostile and acts accordingly. If the child's resentments leads to even harsher punishment, he will find new channels of expression in for example aggressiveness towards other children

especially younger siblings as well as a hypercritical attitude toward all in authority.

As Frank (1950) has said, the stricter the parents, the stronger may be the revolt and the more outrageous the "hell-raising". When discipline is aggressive, children respond with negativism which may be expressed by failing to carry out requests, by stubborness and is commonly associated with temper tantrums, destructiveness and even lying as the child grows up (Hurlock ibid).

Macfarlane, et al (1954) noted that children learnt that resistance is the best defense when training is erratic or when "quicktempered persons push slow-tempered persons too fast."

On the same note is Flugel (1929) who pointed out that too severe parents make the child rebellious not only toward his parents, but toward all adult authority.

The findings of Farrington (1968) also revealed that aggression in the home is related to the severity of punishment by parents. Chorost (1960) and Gilmore (1968) explained further that there is likely to be an undercurrent of resentment, rebellion and hostility toward parents and toward the authority they represent even if the child shows compliance on the surface to the will of his parents.

They identified the outcomes of severe discipline as emotional disturbance, withdrawal and other behaviour patterns detrimental to mental health.

Gordon (1973) gave the forms of withdrawal which result from severe and inconsistent punishment as day dreaming or fantasizing, inactivity, passivity and apathy. Regressing to infantile behaviour, excessive T.V. watching, solitary play (often with imaginary playmates), getting sick, running away from home, using drugs, excessive and compulsive eating, and depression. At another instance, he found out the things which parents did as children to cope with their parents' use of power to include: resistance, defiance, rebellion, negativism, resentment, anger, hostility, aggression, retaliation, striking back, lying, hiding feelings, blaming others, tattling, cheating, dominating, bossing, bullying withdrawing, fantasizing and regression.

According to Kaplan (op. cit) the child who is physically mistreated is likely to feel rejected and may develop distrust toward all adults. If his aggression has not been beaten out of him, he may harbour feelings that somehow, someday, he is going to get even.

Munsinger (op. cit) noted that harsh discipline is frustrating and the punishing parent is an effective model of aggression for the child. According to him, hostile parents not only serve as a model, they also reinforce aggression directed towards others outside the home.

Gordon (op. cit) observed that children whose parents control and direct them by authority and power learn to lie on as they grow older so as to cope with that power. In addition, such parents may cause the child to bully or dominate younger children when he too is in a power position over another child.

Several studies (Hollenberg and Sperry, 1951, Sears, 1950; Bandura and Walters, 1959; Becker et al 1962) have shown a positive correlation between aggressive behaviour in children and severity of discipline. They ascertained that harsh, arbitrary and inconsistent discipline arouses resentment, hostility and anxiety in the child.

Hoffman (1960) in his study, found a significant positive relation between a mothers' use of "unqualified power assertion" and the child's hostility towards others, his power assertiveness, and his resistance to the attempts of others to influence him. According to him, the conforming, docile child at home may be a tiger on the outside.

Harris et al (1950) and Lyle and Levitt, (1955) asserted that strict discipline by parents often leads to prejudiced, antidemocratic attitudes in the child. They explained that severe and punitive parental treatment awakens hostile and aggressive impulses in the child. Since these impulses cannot be directed toward the parent, they are leveled against others who are made into scapegoats and innocent victims.

Peterson et al (op. cit) found that harsh parental attitudes relate to personality problems of shyness and withdrawal and to conduct problems of truancy and stealing among kindergarteners.

Lippman (1951) and Sullivan (1953) observed such characteristic behaviours like disobedience, lying, stealing, vandalism, truancy, physical and verbal aggressiveness, temper tantrums and asserted destructiveness such as setting fires, killing animals and slashing furniture to be typical in situations, where the family dynamics are such that the children are usually rejected and subjected to harsh, inconsistent punishment.

The runaway reaction considered a behaviour problem in children is also associated with the rejecting over-restrictive parent. Newcomer (op. cit) found that adolescents who ran away from home usually have histories of conflict with their parents. Such children, he explained usually become involved in drug abuse and sexual activity and in some cases, they steal to obtain money.

The permissive type of discipline has also been associated with children's behaviour problems. Hurlock (op. cit) noted that children subjected to permissive discipline are likely to become fearful, anxious and excessively aggressive. Symonds (op. cit) found that submissive children are disobedient, and irresponsible. They tend to defy authority, to be stubborn and unmanageable.

Equally disturbing to the child is inconsistency and discord in discipline which is typical of parents who disagree over policies of child discipline or are guided by no policies at all. Their discipline is casual and opportunistic and children's problems are handled according to the impulses of the moment. The parent who overlooks recurring offences, only to explode without warning at another commission of the same offence leaves the child with no stability. Such erratic inconsistent behaviour, according to Kaplan (op. cit) plays havoc with the morale of a child.

Glueck (1966) found that children who later become delinquents and criminals usually had inconsistent discipline.

Gordon (op. cit) observed that when it becomes too difficult for children to cope with parental authority due to inconsistency in administering rewards, they may try to escape or withdraw.

2.08 Influence of Parental Disharmony

Parental disharmony as referred to here includes such disruptions in husband-wife relationships resulting from separation, divorce, remmariage, parental disagreements and an alcoholic or a druken parent.

Burt and Howard (op. cit) identified the presence of a step or foster-mother, the death of child's own mother drunkenness and illegitimacy as among factors responsible for children behaviour problems.

Pringle (1975) stressed that the emotional climate of the home depends largely on the success of the parents' marriage. According to him, a child's own adjustment is likely to be affected when there is a tense atmosphere or even open quarrels between the parents. A child from a discordant home is liable to become emotionally distubed or antisocial.

Lowrey (1924) noted the importance of the emotional situation in the home in influencing child's behaviour when he wrote that careless parents, quarrelsome parents and poorly behaved parents all have their effect upon the child and his behaviour.

Blanchard and Paynter (1927) held that disharmony between parents is often projected into the child's life with disastrous results on his behaviour.

Truitt (1926) placed the responsibility for children's problems squarely on the home. He affirmed that it is an established fact that children may become behaviour problems because of conflicts arising from home situations in which quarelling and other incompatibilities exist between parents.

Craft (1970) agreed that psychological turmoil is produced in some children by disharmony in the home which could be as a result of a druken father who is physically vicious when drunk, unmarried and unstable father and difficult relationships between parents themselves.

Baruch and Wilcox (1944) identified lack of security in the marriage relationship as influencing poor adjustment among children. Hattwick (1936) found that children from unhappy homes showed signs of emotional disturbance.

On divorce, Wallerstein and Kelly (1975) and 1976) reported that children react to parents' dirvoc divorce by displaying increased aggression, fretfulness, confusion and attention-getting behaviours. Older children were found with general restlessness, heightened anxiety, irritability and moodiness.

Edge (1976) observed that disharmony and quarelling between parents may cause destructive behaviour in a child. Such parental disharmony may make a child's home life unsatisfactory, making him insecure.

Sorosky (1977) reported regressive behaviours, hostility and sexual acting out behaviours as reactions to parental divorce.

Mc David and Garwood (1978) also associated regressive behaviours like thumb-sucking and enuresis with parental divorce.

Blair, et al (*op. cit*) reported on the statistical figures which all point to the fact that children who come from homes that have been broken by death, divorce, desertion and separation are more often maladjusted than children who come from more stable homes.

Homes which are not broken but in which there is much parental conflict also provide more than their quota of nervous, unhappy, problem children. They blamed the deleterious effect upon the children on the insecurity caused by such homes.

Glueck and Glueck (1952) reported that "no fewer than six out of every ten of the homes of delinquents as compared with three out of the homes of the nondelinquents had been broken by separation, or divorce.

Bratfos (1967) and Shamsie (1968) also found evidence to the effect that a disorganised nuclear family in which parents are often divorced or separated is associated with unsocialized aggressive reaction in children. Characteristic behaviours of such children include disobedience, lying, stealing, vandalism, truancy, physical and verbal aggressiveness, temper tantrums and assorted destructiveness such as setting fires, killing animals and slashing furniture.

2.09 The Influence of Sibling Rivalry

Gordon (1973) pointed out that a child whose siblings are genetically better endowed, which makes him a "loser" in most of his endeavours at home is destined to go through life experiencing the pain of frequent failure and frustration. Such a child acquires low self esteem and builds up attitudes of hopelessness and defeatism.

Truitt (1926) reported that difficulties with brothers and sisters arising from favouritism, jealousy, etc are responsible factors in some cases of children's behaviour problems.

Buhler et al (op. cit) noted that sibling rivalry for parental affection is among the other factors which disturbs the much needed emotional bond between parents and children with consequent serious emotional disturbances in the child. While some children become withdrawn due to jealous feelings, others react with sullenness and a negative, stubborn antagonism toward the whole world.

Anthony (1970) summed up forms of behaviour problems that result in the course of sibling transactions as jealousy, envy, bullying, teasing, aggressive attacks, cruelty, sexual exploration and various forms of scapegoating.

Burt and Howard (op. cit) recognized disagreement with sibs and jealousy as one of the conditions associated with maladjustment in children.

2.10 The Influence of Economic Constraints in Homes

Jersild et al (1975) identified poverty among the other factors responsible for children's problems in homes.

Poverty usually means bad housing conditions and lack of suitable and adequate nutrition, low standards of hygiene in the home and also strain and stress in the family. Banks (1968) noted that poverty can also make it difficult for parents to provide their children with the essentials of life. The child living in conditions of poverty with its restrictions will become frustrated and have difficulties in adjustment.

Douglas (1964) in further explaining the effects of poverty stated that over-crowding, which is a characteristic of low income families, deprives children of quiet and privacy. As a result, some children are forced to indulge in such problems like truancy when others have left home for businesses.

Burt and Howard (op. cit) noted poverty as a common characteristic among maladjusted children especially when their intellectual and emotional interests are limited by it. Examples given by them of children likely to develop symptoms of maladjustment are a bright child coming from a very poor home where there are are few opportunities for indulging its intellectual interests a lively and adventurous type of child brought up in a restricted slum environment, and the child from a poor but highly respectable home sent by its parents to a school attended by weathier children.

Buhler et al (op. cit) also associated the influence of poverty, privations and poor neighbourhoods with serious emotional disturbances in children.

Engel (op. cit) noted the cyclical nature of the problem of poverty and mental health, and quoted the report of the American Joint Commission on Mental Health of Children, to the effect that there is a consistent correlation between poverty and a number of children's behaviour problems.

Edge (op. cit) and Buhler (op cit) pointed out that poverty creates a sense of inferiority in a child. The child then may turn to lying about herself and her family to raise herself in the eyes of her contemporaries and even her teachers.

Other sociological studies - Glueck and Glueck (1950) have also shown the close connection that exists between poverty and personal maladjustment. They found statistically that low socio-economic status breeds conditions unfavourable to sound adjustment.

2.11. Summary

The literature review has proved helpful in revealing the theoretical explanations of children's behaviour problems by various theorists. Furthermore the nature of children's behaviour problems has also been made known, as well as the aspects of family relationships having influences on children's behaviour. Such aspects included faulty parent-child relationships, parental disharmony, sibling rivalry and economic constraints of the families.

The various influences listed above, create the broad psychological atmosphere in the home which remains the most powerful socialization agent of the child. It is the home that teaches the basic psychological and social lessons to the young child, and supplies him with his initial models for appropriate and effective behaviour. To develop in a normal and wholesome manner, the child must achieve reasonable satisfaction of his physical, social and personality needs. Behaviour problems have been traced to frustration of these needs. The numerous conditions in the home which create the frustrations that lead to behaviour problems are among others, lack of affection, rejection or overprotection by parents, authoritarian or over-strict discipline, inconsistency, permissiveness and indulgence all mentioned in the review of literature.

Other factors include parental disharmony due to divorce, desertion, separation, remarriage, parental disagreements and an alcoholic parent. Sibling rivalry/jealousy and family economic constraints due to poverty have also been mentioned as contributory factors.

2.12 Review of Methodology

Many researches previously carried out on behaviour problems in children have used a number of research methods. The research methods used to obtain the needed information include interviews, questionnaires, records of complaints and symptomatic history recorded in case

notes of children attending psychiatric clinics as wellas from criminal and social agencies. Others include observations, inquiries, vignettes, studying the child's home conditions and even hypnosis.

In the researches using interviews and questionnaires, the children themselves and their parents or in some cases either parents or children alone constituted the subjects who answered the researchers' questionnaires or were interviewed orally. Examples of such researches include those reported by Bellman (op cit), Symonds (op cit) Tuckman and Regan (op cit), Ullman (op cit), Werry and Quay (op cit), Wickman (op cit), Hattwick (op cit) and Farrington (op cit). Other researchers employing the same methods included teachers, clinical and educational psychologists also as respondents in their studies. Such researchers include Birch (op cit) Blanchard and Paynter (op cit), Bower (op cit), Burt and Howard (op cit), Glueck (op cit), Lowery (op cit), Mcfie (op cit), Osborn (op cit), Rogers (op cit) and Ziv (op cit).

Some studies which were longitudinal in nature used both the questionnaire and records. They include those done by Bratfos (op cit) Chorost (op cit), Goggin (op cit) Lidz (op cit) Loeber (op cit), Macfarlane (op cit), Mitchell (op cit), Moore (op cit), Robins (op cit), West and Farrington (op cit).

In the process, the parents and the teachers were interviewed through questionnaires at various age levels of the children concerned. Information about the children, their parents and siblings when needed was obtained from such sources like criminal, social and medical records.

The studies using the observation method were done with the child at home, at school or when admitted to a psychiatric unit. The conclusions were arrived at when the child or children exhibited certain behaviours under given conditions. Examples include studies by Bennett (opcit), Birch (opcit) Bower (opcit) Buhler et al (opcit), Hattwick (opcit), Hollenberg and Sperry (opcit), Lippman (opcit) and Westlake (opcit).

Justification for the Method used

The present research study was undertaken with the use of the questionnaire method. The subjects in the study were children within the age range of 16 - 18 years and in the final classes of their secondary school education. The researcher chose the method because the children in that age group have just grown out of the negative phase when behaviour problems are common and have just entered the stage of development in which there is a strong desire to be socially acceptable by all Hurlock (opcit).

They are thus in a good position to give their views on what they perceived as the causes of behaviour problems in children. Moreover, they are old enough to differentiate a behaviour problem from a non behaviour problem, and they can reason as to what could be the probable reason for a child's behaviour. Since at that stage and level of education they can read and understand what they have read, the questionnaire method was found convenient in that it was easy to administer on the subjects and collect back after they (questionnaires) were answered. The information obtained can be said to be reliable in that the children themselves answered questions on what they had passed through or what affected them.

CHAPTER THREE

3.0 METHODS AND PROCEDURE

The research was designed to investigate the perceived causes of behaviour problems of children in homes. It was carried out among post-primary school children aged 15 - 18 years in Benue State of Nigeria.

3.1 Subjects

The subjects for the research consisted of 120 post primary school children aged 15 - 18 years. They comprised 60 males and 60 females randomly selected. The sampling was restricted to the final year students of some schools in Benue State.

3.2 Background Information of Subjects

The background information about the subjects that would be useful to the present study are set, family size, educational and income level of parents. The information above was considered useful because the perceived causes of behaviour problems of children are said to be directly or indirectly affected by one or more or these variables. The evidence was given by Hurlock (op. cit) Bossard and Boll (1966), Tuckman and Regan (1967) who noted that behaviour problems of all kinds and of greater severity are more common in boys and among large families than in girls and among small families.

A breakdown of the subjects showed that there were 106 children from large families and 14 from small families.

Furthermore there were 29 children from high educated families, 91 from low educated families, 30 with high income parents and 90 from low income level. The distribution of the subjects given above is set out in Table 3.1 for further explanation.

TABLE 3:1 DISTRIBUTION OF SUBJECTS

Factor	Number of Subjects	Percentage
Sex:		
Male	60	50
Female	60	50
Total	120	100
Size of Family:		
Large Families	106	88
Small Families	14	12
Total	120	100
Educational Level of Parents:		
High Education	29	24
Low Education	91	76
Total	120	100
Income of Parents:		
High Income	30	25
Low Income	90	75
Total	120	100

3.3 Pilot Study

Before the actual study was carried out, the questionnaire was pretested on a pilot sample of 20 children

with similar characteristics, but who were not part of the actual final sample. The results obtained from the pilot study led to the restructuring of some of the questions in the study questionnaire.

3.4 The Procedure

The research was carried out with the use of a self constructed questionnaire adapted from the Likerts attitude scale.

Before the questionnaire was administered the schools were visited to seek the cooperation of the principals, collect information about the subjects and to establish good rapport with them. On the next visit, the questionnaires were given to the subjects in their classes and in their various schools. The subjects completed the questionnaires themselves and returned them to the researcher.

3.5 The Instrument

The instrument used in the collection of data was a self designed questionnaire. The first section tapped back-ground information, the second section sought to know how familiar the subjects were with behaviour problems. The remaining four sections were on the influences of the various aspects of home environment on behaviour problems of children. Such aspects included parent child relationships, parental disharmony, sibling rivalry and economic constraints.

The items under the last four sections of the questionnaire were based on a five-point rating scale. Points on the Likert scale indicate how strongly the subjects feel about the statements in the terms of its influence on child's behaviour.

The subjects were expected to respond by putting a checkmark in only one of the boxes provided in front of a number that best described their opinion.

3.6 Analysis of Data

Questionnaires completed by the subjects were on a five-point Likert scale. Each point on the scale was assigned a value. The point at the end of the scale describing the strongest agreement has a value of five, while the point at the end of the scale describing the least agreement has a value of one. Points on the Likert scale indicate how strongly the subjects agree with the statements. Since there were 40 of such statements; 10 under each of the four sections, tables were compiled in which each statement was scored for each subject. The total and average scores for each subjects' responses were found. The average score is a reflection of the subjects overall score in terms of how they agreed with the statement.

The subjects were classified into four sets of groups (boys and girls, subjects with low income parents and subjects with high income parents, subjects with high educated parents and subjects with low educated

parents, subjects from large families and subjects from small families) and the mean scores for each group was computed. The mean scores obtained form the basis of comparison of the various sets of groups.

In order to compare the views of one set of group with the other, the standard deviation of each set was calculated and the $\bar{Z}$ - test was conducted. The calculated $\bar{Z}$ value was compared with the critical $\bar{Z}$ value at 0.05 level of significance. This procedure was used in analyzing the responses on views of the subjects on the various causes of behaviour problems in children.

CHAPTER FOUR

4.00 RESULTS AND ANALYSIS

This study was designed to investigate the perceived home causes of behaviour problems of children (aged 15 - 18 years) in Benue State. A total of 120 adolescents, 60 males and 60 females all drawn from the final classes of some secondary schools were studied. Apart from the sex differences, the sample further constituted 106 subjects from large families, 14 from small families, then 29 subjects with high educated parents, 91 with low educated parents and finally 30 subjects with parents in the high income bracket, and 90 from the low income group.

The inclusion of respondents with the various socio-personal factors (sex, family size, educational and income levels) was to ascertain the influence of such factors on the subjects' views. Since the study focussed on the home, information about family background under which a child grows up was considered necessary.

The questionnaire was the major instrument for data collection in the study. The first section of the questionnaire tapped background information, the second section sought to know how familiar the subjects were with behaviour problems. The remaining four sections, employing a five-point Likert scale were based on the influences of the various aspects of home environment

(faulty parent child relationships, parental disharmony sibling rivalry and economic constraints) on childrens' behaviour problems. For each item on the questionnaire each respondent was required to put a checkmark on one point on the scale indicating the degree of his agreement or disagreement. The point a respondent ticked would thus be a reflection of how she or he saw the item as influencing the behaviour of children in the home. The comparison of the various means computed from the scores so obtained reflected the views of the respondents concerning the influences of the home environment on children's behaviour problems.

4.1 Familiarity with Behaviour Problems

To ensure that the subjects actually understood what the questionnaire was asking for, a number of behaviour problems with their explanations were listed under this section of the questionnaire. The subjects were each expected to go over the list and tick those behaviour problems with which they were familiar.

The results revealed that the subjects were familiar with all the behaviour problems listed, though with variations. While some behaviour problems were responded to by all subjects, some problems were however responded to by only some of the subjects. It was thus concluded that not all the behaviour problems were familiar to all the subjects. Those behaviour problems which received the highest responses indicating subjects' familiarity

included aggression, cheating, cruelty, disobedience, lying and stealing. The responses for each of them was 100%. They were followed by stubbornness 99% truancy 98%, bullying 98%, rudeness 98%, egocentricity 80%, depression 72%, excessive fears (phobias) 68% and being withdrawn 66%.

Another observation was the sex differences in the responses of the subjects. It was noted that lying and stealing were common to both sexes and the response was 100% from both sexes. There were variations in responses concerning the rest of the behaviour problems. The most common behaviour problems responded to by the males included aggression, bullying, cheating, disobedience and truancy of which was recorded 100% familiarity. These were followed by stubbornness 99% rudeness 93% cruelty 87% egocentricity 53%, phobias, 37%, depression 33% and being withdrawn 20%.

A high percentage of the females, 90% was recorded on stubbornness. This was followed by cheating, depression 77%, egocentricity and being withdrawn 80%, truancy 63%, cheating 60%, rudeness 53% bullying 50%, and disobedience 40%. The behaviour problems which were least common among the females included aggression 20% and cruelty, seven percent.

The last two questions under this section sought to find out whether the subjects considered behaviour problems to be inborn or caused by environmental factors.

The answers of the subjects were classified as "Yes" or "No".

On the question "Would you say that a child who has one or more of such behaviours was born like that?" 18% of the subjects gave the "Yes" responses, while 82% declined with the "No" response. Their responses indicated that the majority of the subjects - 82% did not agree that behaviour problems were inborn. Only a minority of 18% indicated that behaviour problems were inborn.

Those who indicated that behaviour problems are not inborn further responded to the next question pointing out that the causes of behaviour problems are due to environmental factors.

Hypothesis Testing

For the purpose of testing the hypothesis, the data obtained from the questionnaire is treated under four sections on parent-child relationships, parental disharmony, sibling rivalry and economic constraints which all determine the emotional atmosphere in a family. The data itself contained views of the subjects in their various socio-personal groups (sex, educational level, income level and family size) on the influences of the aspects of home environment mentioned above on children's behaviour problems. In effect, the views of each group were compared under each section separately. Thus males versus females, high income versus low income, high education versus low education and large families versus small families. With that arrangement, the major hypotheses were further broken down and tested as analysed here.

4.2 RESPONSES BASED ON SEX OF SUBJECTS

4.2 1 Faulty Parent Child Relationships: Comparison of Views of Boys and Girls

The researcher was interested in ascertaining whether there are any differences in the views of boys and girls concerning the influences of parent child relationships on behaviour problems of children.

The null hypothesis tested was: There is no difference between girls and boys in their views concerning parent child relationships as a cause of behaviour problems.

The mean and standard deviations for both girls' and boys' scores were calculated. The table below summarizes the subjects' views concerning the influences of parent-child relationships on children's behaviour problems.

Table 4.1

Summary of Subjects' Views (based on Sex)

On the Influences of Parent-Child Relationships

	Subject Group	
	Boys	Girls
No. of Subjects	60	60
Mean Responses	35.4	34.9
Standard Deviation	3.5	3.8

The total number of subjects was 120 comprising 60 boys and 60 girls. The boys had a mean score of 35.4 with a standard deviation of 3.5. On the other hand, the females had a mean of 34.9 with a standard deviation of 3.8.

The $\bar{Z}$ statistic was used to test the hypothesis regarding the difference between the mean responses.

For the purpose of this test the following null hypothesis (H_o) and alternative (H_1) hypothesis were formulated:

H_0: The mean for the boys and girls on views concerning parent child relationships as a cause of behaviour problems are the same.

H_1: The mean for the boys and girls on views concerning parent child relationships as a cause of behaviour problems are not the same.

The calculated $\bar{Z}$ value here is 0.8. At 0.5 level of significance, the critical value for a two-sided test is 1.96

Test Criterion

The calculated $\bar{Z}$ value is compared with the critical Z value for a two tailed test at 0.05 level of significance (1.96). If the calculated $\bar{Z}$ value is less than or equal to 1.96, the null hypothesis is not rejected. On the other hand if the calculated $\bar{Z}$ value is greater than 1.96, the null hypothesis should be rejected. Since the calculated $\bar{Z}$ value (0.8) in this case is less than 1.96, the null hypothesis (H_0) cannot be rejected. The conclusion, therefore is that the mean scores for the boys and girls in their views concerning parent child relationships as a cause of childrens' behaviour problems are not different. This means that both boys and girls hold similar views concerning parent-child relationships as a cause of behaviour problems in children.

4.22 Parental Disharmony: Comparison of Views of Boys and Girls

In a similar manner the researcher was interested in comparing the views of boys and girls, this time, on the influences of parental disharmony on children's behaviour problems.

The total number of 120 subjects was again shared out equally between boys and girls. The boys' responses in this case had a mean score of 33.6 with a standard deviation of 3.0. The mean scores for the girls was 35.4 while the standard deviation was 3.5. The table below shows a comparison of the subjects' views on the influences of parental disharmony on childrens' behaviour problems.

Table 4.2

Summary of Subjects' Views (based on Sex) on the Influences of Parental Disharmony

	Subject Group	
	Boys	Girls
Number of Subjects	60	60
Mean Scores	33.6	35.4
Standard Deviation	3.0	3.5

The following hypotheses were tested using the $\bar{Z}$ statistic:

H_0: There is no difference between boys and girls in their views on parental disharmony as a cause of behaviour problems.

H_0: Girls will not have the same views as boys on parental disharmony as a cause of behaviour problems.

The calculated $\bar{Z}$ value obtained is 3.0 At the 0.05 level of significance, the null hypothesis is rejected and the alternative (H_1) accepted. This implies that there are differences in the views of boys and girls on the influences of parental disharmony on children's behaviour problems.

4.23 Sibling Rivalry: Comparison of views of Boys and Girls

Another comparison was made considering the views of boys and girls on the influences of sibling rivalry on childrens' behaviour problems. The constitution of the subjects was still the same. The boys had a mean score of 34.7 and a standard deviation of 3.4. On the other hand, the mean score of the girls on this factor was 34.6 while the standard deviation was also 3.4. This information is set out in the following table.

Table 4.3

Summary of Subjects' Views (based on Sex) on the Influences of Sibling Rivalry

	Subject Group	
	Boys	Girls
Number of Respondents	60	60
Mean Scores	34.7	34.6
Standard Deviation	3.4	3.4

The mean scores of the two sexes (boys and girls) were compared using the $\bar{Z}$ test. The hypotheses tested are:

H_0: The mean for boys and girls on views regarding sibling rivalry as a cause of behaviour problems are the same.

H_1: The mean for boys on views concerning sibling rivalry as a cause of behaviour problems is different from the mean for girls.

For this aspect of sibling rivalry the calculated $\bar{Z}$ value is 0.2. At the 0.05 level of significance the null hypothesis (H_0) cannot be rejected. This means that the mean scores for boys and girls on the influences of sibling rivalry are not different.

4.24 Economic Constraints: Comparison of Views of Boys and Girls

The views of boys and girls were once again compared, this time on the influences of economic constraints on children's behaviour problems. The boys, again of equal number had a mean of 35.6 and a standard deviation of 3.6 while the girls on the same factor had a mean of 35.3 and a standard deviation of 3.7.

The following table 4.4 gives the summary of the subjects' views.

Table 4.4

Summary of Subjects' Views (based on Sex) on the Influences of Economic Constraints

	Subject Group	
	Boys	Girls
Number of Respondents	60	60
Mean Scores	35.6	35.3
Standard Deviation	3.6	3.7

The mean scores of the two sexes were again compared using the $\bar{Z}$ test. The hypotheses tested are:

H_0: The views of the boys and girls on economic constraints as a cause of behaviour problems are equal.

H_1: The views of the boys concerning economic constraints as a cause of behaviour problems are different from the views of the girls.

At the 0.05 level of significance, the null hypothesis cannot be rejected with the calculated $\bar{Z}$ value of 0.5 obtained. This means that the boys and girls expressed similar views regarding economic constraints as a cause of behaviour problems.

4.3 RESPONSES OF SUBJECTS BASED ON INCOME LEVEL OF PARENTS

The influence of income level on the responses of the subjects was also studied.

The same sample comprised 30 children from high income families and 90 from low income families. The same figures apply to all comparisons based on income level - 4.31, 4.32, 4.33 and 4.34.

4.31 Faulty Parent Child Relationships: Comparison of Views of Subjects with High Income Parents and those with Low Income Parents

The following table shows the mean scores of children with reference to views on parent-child relationships based on income level of parents.

Table 4.5

Summary of Subjects Views (based on Income Level) on the Influences of Parent Child Relationships

	Subject Group	
	High Income	Low Income
Number of Responses	30	90
Mean Scores	26.1	34.2
Standard Deviation	2.9	3.3

The subjects from the high income families had a mean of 26.1 with a standard deviation of 2.9. The subjects from the low income families on the other hand had a mean score of 34.2 with a standard deviation of 3.3.

The mean scores of the two groups of subjects were compared using the $\bar{Z}$ statistic. The hypotheses tested are:

HO: The views of subjects from high income families and of those from low income families on parent-child relationships as a cause of behaviour problems are similar.

H_1: The views of subjects from low income families are different from views of subjects from high income families.

The calculated $\bar{Z}$ value here is 13.3. At the 0.05 level of significance, the null hypothesis (H_0) is rejected and the alternative (H_1) accepted.

This implies that subjects from low income families and those from high income families have different views on parent child relationships as a cause of behaviour problems in children.

4.32 Parental Disharmony: Comparison of Views of Subjects with High Income and Low Income Parents

The following table shows the mean scores of the views of the subjects with High income parents and the views of subjects with low income parents on parental disharmony as a cause of behaviour problems.

disharmony as a cause of behaviour problems.

4.33 Sibling Rivalry: Comparison of Views of Subjects with High Income Parents and those of Subjects with Low Income Parents INCOME PARENTS

The mean scores for subjects with parents in the two income levels were again calculated for comparison. The summary is presented in the following table.

Table 4.7

Summary of Subjects' Views (based on Income Level) on the Influences of Sibling Rivalry

	Subject Group	
	High Income	Low Income
Number of Respondents	30	90
Mean Scores	24.8	33.1
Standard Deviation	3.1	3.0

The table revealed that the subjects with high income parents had a mean score of 24.8 with a standard deviation of 3.1. The subjects with low income parents on their part had a mean score of 33.1 with a standard deviation of 3.0.

Analyses using the $\bar{Z}$ test was done to test the following hypotheses:

H_0: The views of subjects with high income parents and concerning sibling rivalry as a cause of behaviour problems are equal.

H_1: The views of subjects with low income parents on views regarding sibling rivalry as a cause behaviour problems are different from the views of subjects with high income parents.

The analyses gave the calculated $\bar{Z}$ value of 13.8. At the 0.05 level of significance the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) accepted. This means that the subjects with low income parents expressed different views from those with high income parents regarding sibling rivalry as a cause of behaviour problems in children.

4.34 Economic Constraints: Comparison of Views of Subjects with High Income Parents and those of Subjects with Low Income Parents

The results of the mean scores in respect of the two categories of subjects (high income and low income) are set out in the following table.

Table 4.8

Summary of Subjects Views (based on Income Level) On the Influences of Economic Constraints

	Subject Group	
	High Income	Low Income
Number of Respondents	30	90
Mean Scores	24.3	34.7
Standard Deviation	3.2	3.6

The results revealed a 24.3 mean score with a standard deviation of 3.2 for subjects with high income parents.

The subjects with low income parents on the other hand obtained a mean score of 34.7 with a standard deviation of 3.6.

The hypotheses which were tested with the $\bar{Z}$ statistic were as follows:

H_0: There is no difference between the subjects with high income parents and those with low income parents in their views regarding economic constraints of a family as a cause of behaviour problems.

H_1: There will be a difference in views of subjects with low income parents and those with high income parents regarding economic constraints of a family as a cause of behaviour problems.

The $\bar{Z}$ test on the results gave the calculated value of 14.9. The null hypothesis is thus rejected at the 0.05 level of significance and the alternative hypothesis (H_1) is accepted. This implies that the subjects with low income parents have different views from subjects with high income parents regarding economic constraints of a family as a cause of children's behaviour problems.

4.4 RESPONSES OF SUBJECTS BASED ON EDUCATIONAL LEVEL OF PARENTS.

Out of the sample of 120 subjects studied, 29 had high educated parents while the remaining 91 had low educated parents.

This breakdown of the subjects applies to all the following comparisons utilizing level of education-4.31, 4.32, 4.33, and 4.34.

4.41 Faulty Parent-Child Relationships: Comparison of Views of Subjects with High and Low Educated Parents

The mean scores of the subjects in the two groups were compared, and the summary is given in the next table.

Table 4.9

Summary of Subjects Views (based on Level of Education) on the Influences of Parent-Child Relationships

	Subjects Group	
	High Education	Low Education
Number of Respondents	29	91
Mean Scores	25.5	33.7
Standard Deviation	3.2	2.9

The subjects with high educated parents had a mean score of 25.5 and a standard deviation of 3.2. On the other hadd, the subjects with low educated parents had a mean score of 33.7 with a standard deviation of 2.9.

The following null hypotheses were tested with the $\bar{z}$ statistic:

H_0: The views of subjects with high educated parents and those with low educated parents on parent-child relationships as a cause of behaviour problems in children are equal.

H_1: The views of the subjects with low educated parents are different from the views of subjects with high educated parents regarding parent-child relationships as a cause of behaviour problems.

The calculated $\bar{Z}$ value obtained from the test was 10.3. At the 0.05 level of significance, the null hypothesis (H_0) is rejected and the alternative hypothesis H_1 accepted. The implication of this result is that there are differences in the extent of agreement on parent child relationships as a cause of behaviour problems between subjects with high educated parents and those with low educated parents.

4.42 Parental Disharmony: Comparison of Views of Subjects with High and Low Educated Parents

The table below shows the mean scores on the views of the subjects with high educated parents and those of the subjects with low educated parents concerning the influences of parental disharmony on behaviour problems.

Table 4.10

Summary of Subjects' Views (based on Educational Level of Parents) on the Influences of Parental Disharmony

	Subject Group	
	High Education	Low Education
Number of Respondents	29	91
Mean Scores	27.2	34.3
Standard Deviation	3.3	3.5

The mean score for the subjects with high educated parents is 27.2 and the standard deviation is 3.3. Alternatively, the mean score for subjects with low educated parents is 34.3 while the standard deviation is 3.5.

The mean scores of the two groups were compared using the $\bar{Z}$ test. The null hypothesis tested is:

H_0: The mean for subjects with high educated and of low educated parents concerning views on parental disharmony as a cause of behaviour problems is equal.

H_1: The mean for subjects with low educated parents concerning views on parental disharmony as a cause of behaviour problems is different from the mean score for the subjects with high educated parents.

The calculated $\bar{Z}$ value is 10.1

At the 0.05 level of significance the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) accepted.

This means that subjects with low educated parents do not have similar views with subjects with high educated parents regarding parental disharmony as a cause of behaviour problems.

4.43 Sibling Rivalry: Comparison of Views of Subjects with High and Low Educated Parents

The following table shows the mean score for the responses of the subjects with high educated parents compared with those of subjects with low educated parents.

Table 4.11

Summary of Subjects Views (based on Educational Level) on the Influences of Sibling Rivalry

	Subject Group	
	High Education	Low Education
Number of Respondents	29	91
Mean Scores	25.7	35.8
Standard Deviation	3.6	3.5

The mean score computed from the responses of subjects with high educated parents was 25.7 with a standard deviation of 3.6. The subjects with low educated parents obtained a mean score of 35.8 with a standard deviation of 3.5.

The $\bar{Z}$ statistic was used to test hypothesis regarding the difference between the mean scores.

The following hypotheses were formulated:

H_0: The views of subjects with high educated parents concerning sibling rivalry as a cause of behaviour problems are the same as those of subjects with low educated parents.

H_1: The views of subjects with low educated parents concerning sibling rivalry as a cause of behaviour problems are not the same as the views of subjects with high educated parents.

The calculated $\bar{Z}$ value is 11.2. At the 0.05 level of significance, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) stating that the views of subjects with low educated parents differ from those of subjects with high educated parents must be accepted.

4.44 Economic Constraints: Comparison of Views of Subjects with High and Low Educated Parents

The result of the mean scores computed from the responses of the subjects was presented in Table 4.12.

Table 4.12

Summary of Subjects Views (based on Educational Level) on the Influences of Economic Constraints

	Subject Group	
	High Education	Low Education
Number of Respondents	29	91
Mean Scores	27.1	36.2
Standard Deviation	3.2	3.4

The table revealed a mean score of 27.1 with a standard deviation of 3.2 for the subjects with high educated parents. On the other hand, a mean of 36.2 with a standard deviation of 3.4 was obtained for subjects who had low educated parents.

The following hypotheses were tested using the $\bar{Z}$ statistic:

H_0: There is no difference between the subjects with high educated parents and those with low educated parents on views regarding economic constraints as a cause of behaviour problems.

H_1: There is a difference between the subjects with high educated parents and those with low educated parents on views regarding economic constraints as a cause of behaviour problems.

The calculated $\bar{Z}$ value obtained was 13.0. At the 0.05 level of significance the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) accepted.

This means that there is a difference in the views of subjects from the two different groups.

4.5 RESPONSES OF SUBJECTS BASED ON FAMILY SIZE

The sample of 120 constituted 106 subjects from large families and 14 subjects from small families. The break down remained the same with all comparisons - 4.41, 4.42, 4.43, 4.44 based on family size.

4.51 Faulty Parent Child Relationships: Comparison of Views of Subjects from Large and Small Families

The table below summarizes the subjects' responses on influences of faulty parent child relationships as shown by the mean scores.

Table 4.13

Summary of Subjects' Views (based on Family Size) on the Influences of Parent-Child Relationships

	Subjects Group	
	Large Families	Small Families
Number of Respondents	106	14
Mean Scores	32.1	26.9
Standard Deviation	2.9	3.2

Table 4.13 shows that out of the 120 subjects, 106 were from large families while the remaining 14 subjects were from small families. The subjects from large families had a mean score of 32.1 with a standard deviation of 2.9.

On the other hand, the group from small families had a mean of 26.9 with a standard deviation of 3.2

The $\bar{Z}$ statistic was used to test hypothesis regarding the differences between the mean scores.

The following null (H_0) and alternative (H_1) hypotheses were formulated.

H_0: The views of subjects from large families are the same as those of subjects from small families regarding parent-child relationships as a cause of behaviour problems.

(H_1) The views of subjects from large families are different from the views of subjects from small families concerning parent-child relationships as a cause of behaviour problems.

The calculated $\bar{Z}$ value in this case is 5.8. At the 0.05 level of significance, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) accepted. This implies that a difference exists in the views of the two groups regarding economic constraints as a cause of behaviour problems in children.

4.52 Parental Disharmony: Comparison of Views of Subjects from Large and Small Families

As earlier mentioned, the same breakdown of the subjects obtains for this aspect also.

Table 4.14 gave a summary of the mean scores for the two groups of subjects.

Table 4.14

Summary of Subjects' Views (based on Family Size) on the Influences of Parental Disharmony

	Subject Group	
	Large Families	Small Families
Number of Respondents	106	14
Mean Scores	30.4	26.6
Standard Deviation	2.8	3.7

From the table 4.14, the mean score for the subjects from large families was 30.4 with a standard deviation of 2.8. The subjects from small families had a mean score of 26.6 with a standard deviation of 3.7.

The hypotheses tested were:

H_0: The subjects from large families and those from small families have similar views regarding parental disharmony as a cause of behaviour problems.

H_1: The subjects from large families and those from small families have different views regarding parental disharmony as a cause of behaviour problems.

These hypotheses were subjected to the $\bar{Z}$ test. The calculated $\bar{Z}$ value obtained was 3.5. At the 0.05 level of significance, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) stating that there are differences in the views of the subjects is accepted.

4.53 Sibling Rivalry: Comparison of Views of Subjects from Large and Small Families

In a similar manner, the responses indicating views of the subjects relating to sibling rivalry were compared. The mean scores for the two groups were presented in Table 4.15.

Table 4.15

Summary of Subjects' Views (Based on Family Size) on the Influences of Sibling Rivalry

	Subjects Group	
	Large Families	Small Families
Number of Respondents	106	14
Mean Scores	32.9	26.5
Standard Deviation	2.9	2.8

The results revealed that the mean scores computed from the responces of the two groups of subjects was 32.9 and 26.5 for the subjects from large and small families respectively. The scores for the subjects from large families had a standard deviation of 2.9 while the scores for the subjects from small families had a standard deviation of 2.8

The following hypotheses were tested using the $\bar{Z}$ statistic:

H_0: The subjects from large families and those from small families have the same views regarding sibling rivalry as a cause of behaviour problems.

H_1: The subjects of large families have different views from subjects of small families concerning sibling rivalry as a cause of behaviour problems.

The calculated result of the $\bar{Z}$ test was 8.0. At the 0.05 level of significance, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) accepted. The acceptance of the alternative hypothesis (H_1) implies that differences exist in the views of the two groups of subjects.

4.54 Economic Constraints: Comparison of Views of Subjects from Large and Small Families

The responses on views of subjects from large and small families were once more compared, this time on the influences of the family's economic constraints. The mean scores for the two groups were obtained and are tabulated in the next table.

Table 4.16

Summary of Subjects Views (Based on Family Size) on the Influences of Economic Constraints

	Subject Group	
	Large Families	Small Families
Number of Respondents	106	14
Mean Scores	33.6	25.3
Standard Deviation	2.6	2.7

The mean score for the subjects from large families is 33.6 with a standard deviation of 2.6 On the other hand, the mean score for subjects from small families is 25.3 with a standard deviation of 2.7

The mean scores of the two groups of subjects (from large and small families) were compared using the $\bar{Z}$ test. The hypotheses tested were:

H_0: The views of subjects from large and small families regarding economic constriants as a cause of behaviour problems are the same.

H_1: The views of the subjects from large families regarding economic constraints as a cause of behaviour problems are different from the views of subjects from small families.

The calculated $\bar{Z}$ value in this case is 11.9. At the 0.05 level of significance, the null hypothesis (H_0) is rejected and the alternative (H_1) accepted. This implies that differences exist in the views of the subjects on economic constraints as a cause of behaviour problems.

4.6 Discussion

The fact that all the subjects responded to each item in the questionnaire and the responses all yielded to numerous scores implies agreement on the selected factors as causes of behaviour problems. Since the responses indicated various extent of agreement, it follows that variations exist as to how the sample judged the various factors as causes of behaviour problems.

The indication of agreement by the subjects that the aspects of home environment investigated (parent-child relationships, parental disharmony, sibling rivalry and economic constraints) are causes of behaviour problems of children in homes is in line with existing literature on the topic. Adunmun (opcit) and Engel (opcit) for example both concluded that the root cause of behaviour problems can be traced to the child and his interactions in the home.

Also in agreement with the general findings of the study is the view held by the psychoanalytic school of thought. The psychioanalysts postulated that problem behaviour arises from socialization lapses in certain social institutions such as the home. To them all behaviour is a product of social interactions in the home. It is trued that social interaction in the home take place through such aspects like parent-child relationships, parent-- - parent relationships, and child-sibling relationships.

The findings of the study agreed on a more specific aspect with Hurlock (opcit). She stated specifically that a home characterized by friction, discord, lack of affectional relations, lack of parental interest in the child and breaks due to separation or divorce lead to poor adjustments on the child's part. Her statement spells out what parental disharmony entails as well as its effects on the child.

That the subjects from large families and those with low income and low educated parents in dicated higher agreement on the causes of behaviour problems is noteworthy Large families, low income and low education determine the social class standards the parent accept and the child training methods they use. Faulty childtraining methods which cause emotional upset and behaviour problems in children are more likely to be adopted by such families.

Moreover, the type of home and the neighbourhood which homes of such families are located are said to influence the child's personality negatively, Hulock (opcit). Since the three categories of children responded the way they did, it can be safely concluded that their responses boarder on their experiences.

One other significant observation was that subjects with low income parents recorded highest responses on all the factors investigated.

Similarly, economic constraints received highest responses. An explanation to this could be that the emotional well-being of children in an extended family system such as found in the area of study is partly taken care of by other members of the family. Thus less attention is attached to parent child relationships or parental disharmony. In a developing country like ours where the material needs of most family members are hardly met, it is not surprising that economic constraints has been rated highest among other causes of behaviour problems.

This finding may not agree with what obtains in other cultures with emphasis on the nuclear family and a high standard of living where material needs are easily satisfied, and close contact with parents is of utmost importance to the childrens' emotional satisfaction and good behavioural.

CHAPTER FIVE

5.00 SUMMARY, CONCLUSION AND RECOMMENDATIONS

The present study investigated the perceived causes of behaviour problems of children in homes. Certain aspects of the home environment which create the psychological atmosphere of the home were studied. The aspects included faulty parent-child relationships, parental disharmony, sibling rivalry and economic constraints in a family.

A number of sociopersonal factors were studied to find out any possible differences in views on the causes of behaviour problems of children. The factors studied were sex, family size, educational and income levels.

5.1 Summary of Findings

The topic of behaviour problems has been found to be a familiar one. Behaviour problems are generally considered as resulting from environmental rather than inborn factors.

Views on the various causes differ among the groups of subjects. Both boys and girls held similar views regarding faulty parent-child relationships, sibling rivalry and economic constraints as causes of behaviour problems of children. Differences were however observed in the views of boys and girls on parental disharmony.

There were differences in views of subjects from high and low income families on all aspects investigated. The study also revealed differences in views of subjects with high and low educated parents. Finally, differences in views were observed in subjects from large and small families.

5.2 Conclusions

The main concern of this study as indicated in the statement of the problem, was to find out views on causes of behaviour problems of children in homes. It also sought to find out if variables like sex, family size, educational and income levels affected the views of the subjects on the causes of behaviour problems investigated. The following conclusions became apparent within the limitations of the study.

1. There was a strong agreement from all the subjects on all the causes of behaviour problems of children investigated.
2. Differences were not observed in the views of boys and girls on the influences of faulty parents-child relationships. There were however differences in views of subjects with high and low income parents, high and low educated parents and those from large and small families.

The subjects with low income parents, low educated parents and those from large families indicated stronger agreement than their counterparts in their respective groups.

3. There were differences in views on parental disharmony from all the variables (sex, family size, income and educational levels). The female subjects and those with low income parents, low educated parents and from large families showed stronger agreement than their counterparts.

4. On sibling rivalry, no difference was observed from the views of boys and girls. Differences were however observed in the views of subjects based on family size, income and educational levels. The subjects from large families and those with low income and low educated parents indicated stronger agreement regarding sibling rivalry as a cause of childrens' behaviour problems.

5. Finally, there were no differences in the views of boys and girls on economic constraints. The subjects with low income parents, low educated parents and those from large families however held different and stronger views concerning economic constraints as a cause of childrens' behaviour problems.

6. The subjects from large families and those with low income and low educated parents showed stronger agreement on the causes of behaviour problems investigated.

5.3 Recommendations

In the introductory chapter of this study the need for tracing the root causes of behaviour problems and arresting them was stressed, as well as the great concern that moral decadence is fast gaining ground in the country. Efforts to deal with the issues by the ruling governments include programs like the then ethical revolution and the present war against indiscipline (WAI).

The researcher has a strong view that the root causes lie in the homes. Unless a sound moral home background is laid for the children, the government programs may not succeed. Therefore, to tackle the problem from the root and based on the findings of this study, the following recommendations are made:

1. Since the causes of behaviour problems have been traced to various aspects of home environment, emphasis should be laid on providing the right home atmosphere for the children.

The right methods of child-rearing should be made known to the parents through adult education classes, radio and television broadcasts, newspaper publications and public speeches by teachers and specialists in the field of child development.

The parents need to know the need for a companionable, cooperative and democratic relationships among all family members. They should not try to limit or modify behaviour by using or threatening to use their authority. Non-power methods of influence make it much likely that children might consider their parents' ideas or their feelings and as a result, modify their own behaviour in the direction desired by parents.

2. The country's educational system should be planned in such a way that right in the primary schools, the boys and girls are gradually made aware of their obligations to the society. They should learn from youth that when they finally become mothers and fathers they should bring up their children according to the doctrines, values and ideals of their country.

3. The idea of family planning to limit size of families should be emphasized especially to the less educated in the rural areas. This is one area where the government's efforts should be intensified. When children are fewer in number, it is easier to give them the desired attention, to satisfy their material needs and in turn shape their behaviour to the desired directions.

4. The government can help by making more job opportunities available so that people can earn money. In areas where farming is the main occupation, mechanized farming should be encouraged so that enough crops are produced both for home consumption and for selling. Enough earnings to cater for the material needs of all children will go a long way in providing emotional well being in the children and making them behave as desired.

5. Guidance services should be made available on large scale to counsel youths wishing to marry. Such counselling will educate the youths on the expectations of marriage and the consequences of divorce. This will hopefully save the situation in which innocent children are subjected to emotional instability and forced to develop behaviour problems due to lack of cooperation and attention from their incompatible parents.

5.4 FUTURE STUDY

In view of the limitations of the present study, it is suggested that studies similar to the present one be carried out in many other sub-cultures in Nigeria. Only through such studies could there be justification for effective remedial measures for behaviour problems in Nigerian children.

As the child does not limit his or her contacts in the home, other studies could be done at the school and community level also. Such studies could lead to some shortcomings in the schools as well as in the communities.

Equally important is a study aimed at finding the views of parents and teachers on the causes of behaviour problems in children.

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APPENDIX I

PERMISSION LETTER

Department of Vocational and
Technical Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Through:

The Head of Department,
Vocational and Technical Education,
Ahmadu Bello University,
Zaria.

To:

The Permanent Secretary,
Ministry of Education,
Makurdi.
Benue State.

Sir,

Request for Permission to Carry out a Research among Secondary School Children in Benue State

I am a post-graduate Home Economics student in the Department of Vocational and Technical Education, specializing in Family and Child Development.

One of the requirements for the award of the degree is a research project on a topic in the subject area.

I have chosen to carry out a research on behaviour problems of children in homes among some post-primary school children in Benue State.

I am therefore requesting for your kind permission to allow me carry out the research in the selected schools.

Thank you.

Mrs. J.A. Adzenga.

APPENDIX 2

THE CHILDREN'S QUESTIONNAIRE

1. Your name (optional) _____

2. Your Sex: (i) Male _____ (ii) _____

3. Age _____

4. Occupation of Father _____

5. Occupation of Mother _____

6. Educational level of Father:

   (a) University Education _____

   (b) College Education _____

   (c) Secondary School or Teachers Grade Two _____

   (d) Primary School Education _____

   (e) No Education _____

7. Educational level of Mother:

   (a) University Education _____

   (b) College Education _____

   (c) Secondary School or Teachers' Grade Two _____

   (d) Primary School Education _____

   (e) No Education _____

8. Income of father per annum:

(a) ₦6,000.00 and above ☐

(b) ₦3,000.00 and above ☐

9. Income of mother per annum:

(a) ₦6,000 and above ☐

(b) ₦3,000.00 and below ☐

10. Number of siblings (brothers and sisters)

(a) 1 - 3 ☐

(b) 3 - 4 ☐

(c) 5 and more ☐

Below are a number of behaviour problems, and their explainations. Please tick as many of them as possible, the ones you have observed in other children of the same sex as you.

- aggression (quareling or fighting with other children) ☐
- bullying (to beat or abuse smaller children) ☐
- cheating (to be dishonest in order to gain some advantage) ☐
- cruelty (causing pain or suffering to others) ☐

- disobedience (to refuse to obey or carry out instructions) ☐
- depression (to be sad or unhappy all the time) ☐
- egocentric (not caring about the welfare of anybody else, but only yourself) ☐
- excessive fear (being afraid for no reason) ☐
- lying (saying things that are not true most of the time) ☐
- stealing (to take things that belongs to other people) ☐

12. Would you say that a child who has one or more of such behaviours was born like that?

(a) Yes ☐

(b) No ☐

13. Would you say that some things in the child's home environment cause him to behave like that?

(a) Yes ☐

(b) No ☐

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
18. That a child who is too much restricted by his parents will feel resentful and become disobedient.					
19. That a child whose parents use physical punishment (beating) to discipline him will model his parents and become a bully.					
20. That a child whose parents use their power to dominate him will become excessively afraid.					
21. That a child whose parents interfere with all he does will feel annoyed and become defiant (showing no respect).					
22. That a child whose parents give him everything he wants will become a spoilt child who has no consideration for others.					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
23. That a child whose parents expect him to win or succeed in everything he does will learn to cheat at times.					
24. That a child who come from a house where the parents are generally unhappy with each other will feel disturbed and indulge in daydreaming or wishful thinking and will achieve nothing.					
25. That a child whose parents often quarrel among themselves in his presence will feel insecure and become quick-tempered.					
26. That a child whose parents have seperated will feel unhappy about the missing parent and will seek happiness in engaging in fights with other children.					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
27. That a child whose parents have divorced will feel rejected by the absent parent and will become withdrawn.					
28. That a child whose father has remarried will resent his step-mother and become rude.					
29. That a child whose need for affection is not met by his step-mother who treats him with hostility will feel he is being unfairly treated and will become stubborn.					
30. That a child made to live with only his mother due to parental divorce will lack effective control of a father and will develop into a disobedient child.					
31. That a father who is a drunkard will not be able to perform his disciplinary role effectively so, his child will be disobedient.					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
32. That a child who has a druken parent will feel disturbed and become restless disturbing other people.					
33. That a child whose father gets drunk always and behave aggressively towards people will model his father and will also become aggressive.					
34. That a child who is dominant by his siblings (brother and sisters) at time will become withdrawn.					
35. That a child will become a bully if his siblings engage in teasing him most of the time.					
36. That a child who feels that he is not loved like his siblings will develop jealous feelings.					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
37. That a child who is always unfavourably compared with his siblings will feel resentment and become hostile towards them.					
38. That a child who is discriminated against in the family will feel rejected and seek happiness in stealing other peoples' objects.					
39. That a child who is being unfavourably treated by his parents will seek revenge in bullying younger children.					
40. That a child who is always blamed for quarrels among siblings will feel he is being unfairly treated and will become defiant.					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
41. That a child who is used as a scapegoat for the wrong doings of others will seek revenge by becoming aggressive towards other children.					
42. That a child who is neglected in favour of his siblings will lack discipline and will become a stubborn child.					
43. That a child who is unable to cope with competition from his siblings for parental affection will usually gossip about his siblings to obtain parental approval					
44. That a child who finds that his friends have homes that are more luxurious than his own will feel inferior and try to raise himself by lying about himself and his home.					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
45. That a child who experiences much of economic difficulties will be unable to concentrate on any work due to constant day dreaming.					
46. That a child whose material needs cannot be satisfied will become quick-tempered and engage in frequent fighting with other children.					
47. That a child who cannot afford the clothes such as those of his friends have will sometimes steal what he cannot afford.					
48. That a child whose parents cannot afford to provide him with his school materials will loose interest in school attendance.					
49. That a child who cannot afford the things his counter-parts have will feel inferior and become withdrawn.					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
50. That a child who cannot afford what his counterparts have will feel jealous and engage in destructive behaviour to destroy what others have.					
51. That a child who is generally deprived of his needs will usually seek satisfaction in stealing whenever possible.					
52. That a child who experiences so much economic difficulties will usually seek to have his economic needs met through dishonest means.					
53. That a child who experiences much economic difficulties will feel frustrated and become a lazy child.					