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Externalizing behaviour problems among female school students in Ranchi town

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Abstract

The most common behavior pattern of children with emotional and behavioral disorders consists of antisocial or externalizing behaviors. Externalizing behaviour consists of aggressive behaviour and rule breaking behavior. The present investigation is an attempt to examine the socio economic status and IQ difference in externalizing behaviour problems in school students. The total sample included 240 school students (age range 12 to 14 years). Externalizing behaviour problem and IQ was assessed by child behaviour checklist (CBCL) was developed by Thomas M. Achenbach (2001) and standard progressive matrices (SPM) was developed by Raven (1956) respectively. Results revealed that low IQ and low SES female students exhibit more externalizing behaviour problems.

Keywords: externalizing, behaviour problems, IQ

Introduction:

Externalizing disorders are characterized by problematic behavior related to poor impulse control, including rule breaking, aggression, impulsivity and inattention. Specific child and adolescent externalizing disorders include conduct disorder, oppositional defiant disorder and attention deficit hyperactivity disorder. Child and adolescent externalizing disorders are relatively common, with higher prevalent rates in males relative to females. Externalizing behaviors are easily observable by others. For example, we can easily spot when a student is being physically aggressive toward another student.

Externalizing behavior problems are considered under controlled behaviors and manifest in children's outward actions toward the external environment (Achenbach & Mc Conaughy, 1997). Examples include aggression, opposition/defiance, disruptive behavior, hyperactivity-impulsivity, and conduct problems.

The changes in the family due to economic strain are linked to externalized behaviors in boys and internalized behaviors in girls. Behavioral problems are recognized as playing a potentially important role in status attainment and social mobility, but the extent to which they play an important role in contexts of extreme poverty is not well understood. In such settings, other factors might swamp the effects of children's own behavior. Children and adolescents who grow up in families with a lower socioeconomic status (SES) have both more internalizing symptoms such as anxiety and depression, and externalizing symptoms such as aggressiveness, opposition and hyperactivity, compared to those raised in more affluent families (Starfield, Riley, Witt, & Robertson, 2002).

Review of literature:

Girls are theorized to be comparably free of externalizing problems during early to middle childhood because of biological, cognitive, and social buffers present during this period (Keenan & Shaw, 2003). This contention is partially supported by Moffitt et al.'s (2001) theory that, like boys, girls can also be tracked on two distinct pathways: childhood-onset and adolescent-limited pathway. However, girls tend to display less externalizing problems in childhood when compared to boys. Adolescence is when girls tend to engage in more externalizing problems. The development of behavioral problems for boy and for girls is part of normal development according to Moffitt et al. (2001). The difference between boys and girls is that these predisposing factors do not tend to manifest themselves in girls until adolescence.

The development of behavioral problems for boy and for girls is part of normal development according to Moffitt et al. (2001). The difference between boys and girls is that these predisposing factors do not tend to manifest themselves in girls until adolescence.

The idea that behaviour abnormalities cause learning problems can be supported by the research of Smart, Sanson and Perior (1996). Their research demonstrated that behaviour problems can lead to delays in reading. As in prior studies, their research focused on externalizing problems (attention-distractibility) and the effects on learning. While this longitudinal study (Smart et al., 1996) could not pinpoint the exact mechanism or the exact time the behaviour problem created the learning problem, there was support to show that is how the circle begins.

Objectives:

- To measure the influence of socio economic status on externalizing problem behaviour.
- To examine the impact of the level of IQ on externalizing behaviour.

Hypotheses:

- There will be no difference in the externalizing problems behaviour in high and low SES group females.
- No impact of IQ will be found on externalizing problems of female students.

Method

Sample:

The sample consisted of 240 female school students from different primary schools of Ranchi town. The sample was selected by stratified random sampling technique. The age of the sample group ranged between 12 to 14 years. The basis of the sample stratification was: SES (high and low) and IQ (high and low). A factorial design 2x2 was planned to be used.

Tools:

The following tools were administered on all the subjects:

- ◆ **Child behaviour checklist-** This scale was developed by Thomas M. Achenbach (2001). The CBCL/6-18 includes open-ended items. Reliability scale ranged between .80-.92 and validity ranged between .72-.89.
- ◆ **Standard progressive matrices-** SPM are only one of three tests that together comprise Raven's Progressive Matrices. Appropriate for ages 8-65, the SPM consists of 60 problems. The test-retest reliability of the test varies from .83 to .93 for different age groups

Procedure:

After obtaining the written permission from school authorities, written informed consent was obtained from the parents of the selected children. Participation of school students in the study was voluntary. They were assured that their truthful answers would be treated strictly confidential.

After building up rapport, all the selected subjects were administered individually the standard progressive matrices (SPM) developed by Raven et al (1998). On the basis of obtained score on SPM subjects were categorized into two groups: high and low intelligent group. The high intelligent group was consisted of those subjects who scored up to Q 3 on SPM and low group consisted of those subjects who scored up to Q1 on SPM scale.

The next phase of the study was to administer CBCL to parents of the selected subjects who were well acquainted with the subjects.

Result and analysis

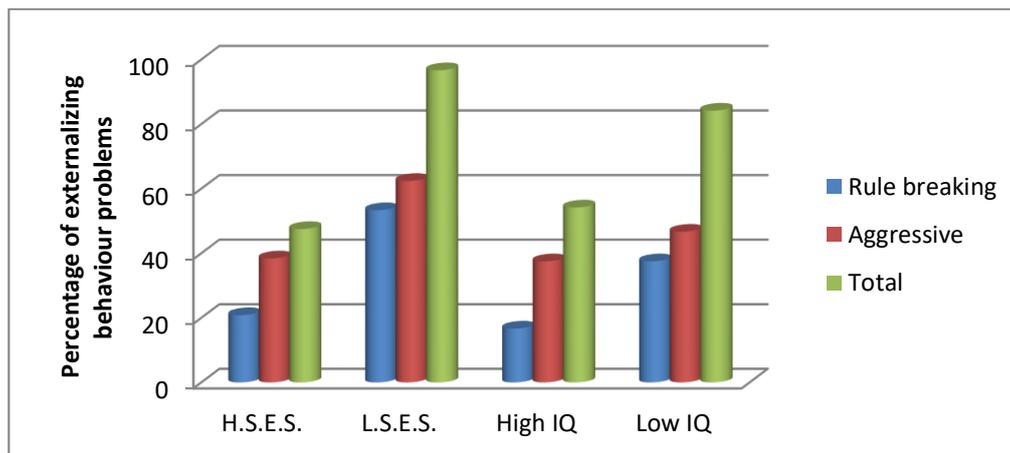
To examine the prevalence of problem behaviour, the percentage of children having aggressive and rule breaking problem were calculated. The data has been presented in table 1:

Table 1
Percentage of children having externalizing problem behaviour
(Rule breaking and aggressive behaviour)

Sample/subgroups	Externalizing problems behaviour						
	N	Rule breaking		Aggressive		Total	
		N	Percentage	N	Percentage	N	Percentage
H.S.E.S.	120	25	20.83	32	38.4	57	47.5
L.S.E.S.	120	64	53.33	52	62.4	116	96.67
High IQ	120	20	16.67	45	37.5	65	54.17
Low IQ	120	45	37.5	56	46.67	101	84.17

Figure 1.1

**Percentage of children having externalizing problem behaviour
(Rule breaking and aggressive behaviour)**



Prevalence of total externalizing behaviour problem ranged between 47.5% to 96.67% and it was highest in low SES group (96.67%) where as lowest in females with (47.5%) in HSES group.

Females Children from low SES background showed more than female children with low IQ showed more problems. It was found that female children high SES and high IQ group showed low level of rule breaking (20.83, 16.67 respectively).

Table 2

SES differences in externalizing problem behaviour

Groups	N	Mean	Sd	T
HSES	120	14.94	7.44	4.79**
LSES	120	19.87	8.29	

**significant level 0.01

To measure SES different two group of (high and low) children were selected. Mean, sd and t were calculated from the distribution of externalizing behaviour score. The result was present in the table 2.

The above table showed that low SES group had greater mean scores (m=19.87) as compared to high SES group (m=14.94) and the difference between their mean score was significant beyond 0.01 level of confidence

Table 3

IQ difference in externalizing behaviour problem

Groups	N	Mean	Sd	T
High IQ	120	27.86	8.05	7.24**
Low IQ	120	28.68	11.02	

**significant level 0.01

To identify low and high IQ group the SPM was administered on a group of 240 females. A median split (median=35) was used to identify high & low group adolescents scoring above median value were treated as high internalizing and externalizing scoring below median were considered as low intelligence.

The above table showed that low IQ group had greater mean score ($m=28.68$) as compared to high SES group ($m=27.86$) and the difference between their mean scores was significant beyond 0.01 level.

Conclusion:

On the basis of our findings we can say that SES and IQ level are the most important correlates of externalizing behavioral problem among school female children.

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