

Effect of Riot on Emotional-Behavioural Problems among School Students of Muzaffarnagar

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Abstract

According to CECED (1991), the emotional and behavioural disorders refer to a condition in where behavioural and emotional responses of an individual differ from one's generally accepted norms or age-appropriate, ethnic and cultural norms which adversely affect educational performance in many areas like self-care, social relationship, personal adjustment, academic, classroom behaviour and work adjustment. The present study was aimed to examine the main as well as interaction effect of riot and gender on emotional and behavioural problems. Sample of the present study consisted of N=150 where n=75 were riot affected male and female and n=75(non-affected) male and female parents of the students taken from Muzaffarnagar district. The emotional and behavioural problem scale was used to collect the data. In order to meet the research objectives, data were analyzed with a two-way ANOVA statistical technique. The findings of the study revealed that main, as well as interaction effect were significant.

Keywords: Emotional-Behavioural Problems, Parents Of Riot Affected And Non-Affected Students Of Muzaffarnagar.

Introduction

In the present time, it is universally recognized that emotional-behavioural problems have become a matter of distress among the parents. There are many problems included in the category of emotional-behavioural problems such as aggression, conduct problems, anti-social behavior, anxiety, depression and substance abuse and these problems may differ in the adolescents by age. Adolescents who are diagnosed as having emotional behavioural disorders may exhibit some kinds of disabilities such as internalizing or externalizing problems, mood disorders, anxiety, depression and psychotic disorders. All the related symptoms of emotional behavioural problems generally lead to same end outcomes. In a meta- analysis Reid, Gonzalez, Nordness, Trout, and Epstein (2004) found that adolescents who are diagnosed as having emotional and behavioural problems are often characterized by a poor academic performance that cannot be enlightened by academic, sensory, and health destruction.

According to CECED (1991), the emotional and behavioural disorders refer to a condition in where behavioural and emotional responses of an individual differ from one's generally accepted norms or age-appropriate, ethnic and cultural norms which adversely affect educational performance in many areas like self-care, social relationship, personal adjustment, academic, classroom behaviour and work adjustment. Some findings are in the line of above definition that is, males, ethnic minorities and urban residents are at increased risk for witnessing violence and higher rates of PTSD, depression, distress, and aggression. Moreover, externalizing behavioural disturbances are reported among those who witnessed violence (Buka, Stichick, Birdthistle, & Earl, 2001). In 1978 Achenbach divided emotional and behavioural problems into two categories viz., externalizing and internalizing problems. Internalizing disorders are those behaviors which come under the emotional side of emotional and behavioural disorders and include those problems that are related to mood, anxiety and depression which affects adolescents internally (Baker et al., 2008; Morgan et al., 2009; Roelofs et al., 2006). Externalizing disorders come under the behavioural side of the emotional-behavioural disorders and seems to be more physical and verbal because it includes aggression, disruptive and defiant behavior that is externally

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experienced by adolescents (Baker et al., 2008; Morgan et al., 2009; Roelofs et al., 2006).

Review of Literature

Various studies have been documented on Emotional-behavioural problems and academic achievement correlates such as anxiety, depression, disruptive and aggressive behavior, substance abuse, school disengagement, and academic failure which strongly affects the development of children (Cooley Quille et al. 2001; Gorman Smith and Tolan 1998; Hutcheson 1998; Jenkins and Bell 1994; Lorion et al. 1999; Osofsky et al. 1993; Pynoos et al. 1987; Schwab Stone et al. 1999; Singer et al. 1995). Either as a victim or witnessing frequent exposure to community violence is associated to various psychological outcomes including anxiety, depressive symptoms, symptoms of posttraumatic stress disorder (PTSD) and school behavioural problems (Fowler et al., 2009; Ozer & Weinstein, 2004; Scarpa, Haden, & Hurley, 2006).

Many studies were conducted on the gender difference, found that males are more likely to be exposed to community violence as compared to females. It was also noticed that after the exposure to community violence, internalizing problems are mostly found in females than males (Chen, 2010), whereas females are less exposed to violence than males and externalizing problems exhibited by males (Rescorla et al., 2007). Another research explored that male adolescents reported higher levels of externalized problems, whereas females reported higher levels of internalized problems. Moreover, internalizing and externalizing problems are highly predicted by the exposure to community violence, family support predicted low levels of internalized and externalized problems, and teacher support had no predictive role (Haj-Yahia, Leshem, & Guterman, 2018).

Objective of the Study

To examine the main as well as the interaction effect of riot and gender on Emotional-Behavioural problems of school students of Muzaffarnagar

Hypotheses

There will be a significant impact of gender on Emotional-Behavioural problems of school students.

There will be a significant impact of riot on Emotional-Behavioural problems of school students.

There will be an interaction effect of riot and gender on Emotional-Behavioural problems of school students.

Method

Participants

The Sample of the present study consisted of N=150 (male & female and affected & non-affected) where n=75(M&F) were riot affected and n=75(M&F) parents of non-affected students taken from Muzaffarnagar district. Purposive sampling technique was used to select the participants for the study.

Measure

Emotional-Behavioural Problem Scale

The Emotional and Behavior Problem Scale-Second Edition: Renormed (EBPS-2:R) Home Version was developed by Stephen B. McCarney (2001) to aid in diagnosis, placement, and planning for emotionally disturbed/behaviourally disordered children and adolescents from 5 through 18 years of age. The EBPS-2: R Theoretical Interpretation subscales are:-

Learning problems (1-7) with a minimum score range 7 and maximum score range 49. The second problem is Interpersonal relations consisted of 10 items (8-17) and minimum score range 10 and maximum score range 70. The third problem is Inappropriate behavior with 20 items (18-37) that has 20 its minimum score range and maximum score range is 140. The fourth problem is Unhappiness/Depression consisted of 8 items (38-45) and minimum score range 8 and maximum score range 56. The last problem is Physical symptoms/Fears with 8 items (46-53) minimum score range 8 and maximum score range 56.

And each item on the EBPS-2 is rated on a seven-point scale from (1) not in my presence to (7) more than once an hour. The possible higher score of the scale is 371, and the lower score is 7. A higher score is indicative high level of Emotional-behavioural problems, and a low score indicates a low level of Emotional-behavioural problems. The test-retest reliability correlation was .85 for the total score. Coefficients for inter-rater reliability for the subscale ranged from .25 to .63 for all age levels.

Results and Discussion

Table-1: Results of Analysis of variance for gender, affected and non-affected groups for Emotional-Behavioural problems

Emotional-Behavioural Problems	Source	Df	F
Learning Problems	Gender (A)	1	6.119**
	Affected & Non-affected (B)	1	45.078**
	AxB	1	11.440**
Inappropriate Behavior	Gender (A)	1	11.767**
	Affected & Non-affected (B)	1	83.549**
	AxB	1	3.808*
Interpersonal Relationships	Gender (A)	1	12.071**
	Affected & Non-affected (B)	1	441.148**
	AxB	1	2.020
Unhappiness/Depression	Gender (A)	1	36.621**
	Affected & Non-affected (B)	1	1306.491**
	AxB	1	24.397**
Physical symptoms/ Fears	Gender (A)	1	52.435**
	Affected & Non-affected (B)	1	1148.642**
	AxB	1	21.736**
Composite Emotional-Behavioural Problems	Gender (A)	1	20.274**
	Affected & Non-affected (B)	1	413.619**
	AxB	1	11.050**

The results of two way ANOVA depicted in the Table 1 that the main effect of gender was statistically significant on all the dimensions of Emotional-Behavioural problems viz., learning problems ($F=6.119$, $df=1$, $p < 0.01$) inappropriate behavior ($F=11.767$, $df=1$, $p < 0.01$), interpersonal relationship ($F=12.071$, $df=1$, $p < 0.01$), unhappiness/depression ($F=36.621$, $df=1$, $p < 0.01$), physical symptoms/Fears ($F=52.435$, $df=1$, $p < 0.01$), and composite Emotional-Behavioural problems ($F=20.274$, $df=1$, $p < 0.01$). Therefore, the hypothesis, i.e. 'There will be a significant impact of gender on Emotional-Behavioural problems of school students' stand correct. It is because of the fact that different genders have a different emotional regulation strategy to tackle the problematic situation. In some cases, we find males have strong emotions than female or vice-versa. Additionally the main effect of riot (affected and non-affected) also produced significant effect on all the dimensions of Emotional-Behavioural problems viz. learning problems ($F=45.087$, $df=1$, $p < 0.01$) inappropriate behavior ($F=83.549$, $df=1$, $p < 0.01$), interpersonal relationship ($F=441.148$, $df=1$, $p < 0.01$), unhappiness/depression ($F=1306.491$, $df=1$, $p < 0.01$), physical symptoms/Fears ($F=1306.491$, $df=1$, $p < 0.01$), and composite Emotional-Behavioural problems ($F=413.619$, $df=1$, $p < 0.01$). Therefore, the hypothesis, i.e. 'There will be a significant impact of the riot on Emotional-Behavioural problems of school students' supported. These findings are the evidence of the fact that affected students are facing more traumatic experiences than who did not get affected. On the basis of their exposure to community violence, their emotions, as well as behavioural patterns, are severely damaged. Moreover, the results also revealed that the interaction effect of gender and riot (affected and non-affected) was also found to be significant on all the dimensions of Emotional-Behavioural problems. Values in the table clearly indicate that learning problems ($F=11.440$, $df=1$, $p <$

0.01), inappropriate behavior ($F=3.808$, $df=1$, $p < 0.05$), unhappiness/Depression ($F=24.397$, $df=1$, $p < 0.01$), physical symptoms/fears ($F=21.736$, $df=1$, $p < 0.01$), and composite emotional-behavioural problems ($F=11.050$, $df=1$, $p < 0.01$) were found to be statistically significant. Therefore, the final hypothesis of this study, i.e. 'There will be an interaction effect of riot and gender on Emotional-Behavioural problems of school students.' partially supported. Based on the above findings and it can be said that only riot was enough to have a negative effect on the emotional and behavioural patterns of school-going students. When it comes to interactions of gender and riot, the effects become more severe for the student's negative behaviours like anxiety, depression, substance abuse that also correlates student's academic disengagements. Above findings also in the line of 'Emotional and behavioural problems and academic achievement correlates such as anxiety, depression, disruptive and aggressive behavior, substance abuse, school disengagement, and academic failure strongly affects the development of children and beyond' (Cooley Quille et al. 2001; Gorman Smith and Tolan 1998; Hutcheson 1998; Jenkins and Bell 1994; Lorion et al. 1999; Osofsky et al. 1993; Pynoos et al. 1987; Schwab Stone et al. 1999; Singer et al. 1995), and 'males are more likely to exposed to community violence as compared to females, and it was also noticed that after the exposure to community violence internalizing problems are mostly found in females than males (Chen, 2010), whereas females are less exposed to violence than males and externalizing problems exhibited by males (Rescorla et al., 2007).

Conclusion

In light of the above findings it can be concluded that only riot is enough to destroy the well-being of school-going students. But at the time of exposure to community violence or riot, some demographic variables also play a significant role

either in the maximizing or minimizing the effect of the riot. Similarly, in this study gender has become a catalyst for male students in exposure to community violence and exhibiting externalizing problems. On the other hand, female students showed more internalizing problems than male students.

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