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Some Underlying Factors of Behavioral Disorders in Primary Students and their Interaction with Primary Education Objectives

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Abstract: Behavioral disorders include a wide spectrum of childhood problems. Its prevalence is partially the same across Iran and the world. These disorders increase the probably of mental illnesses in adulthood. Behavioral disorders refer to condition where an individual has different responses to behavioral responses to cultural, age, and ethnic norms at school. They negatively affect his educational performance – protecting himself – his social relationships – personal compatibility – his behavior in classroom and adaptability in workplace. In sum, nineteen factors underlying behavioral disorders were approved by the researchers of the field. In other words, the objectives of primary education are set in three general areas including social life, abilities and skills, and instructional materials in religious nurturing, social, and economic fields. There is a partially intensive relationship between the underlying factors of behavioral disorders in primary students and the target areas of primary education. Hence, it can be concluded that behavioral disorders are seriously harmful. That is, they can generally ruin the indications of the objectives of primary education in primary students.

Key words: Behavioral Disorders, Primary Education, the Target Areas of Primary Education, Underlying Factors of Behavioral Disorders

INTRODUCTION

Literally, nurturing refers to grow and develop, increase, ascend and enhance quality, and make precious. In the latter meaning, nurturing exits extreme and constraint and moves toward balance (Shokouhi, 1999).

Today, one of the critical and most fundamental issues of the world is to properly nurture children. This is so wide and deep that has turned out to become one of the special sciences of human being. Educational sciences is the area paying special attention to children's behavioral must and must-not as well as the proper way of educating them. Based on children's psychological characteristics, the proper nurturing guides the child toward actual perfection away from any kind of obstacle, problem, and disorder. The disorder in children's behavior is a complicated issue in which a variety of factors are involved. Behavioral disorders comprise a wide spectrum of childhood's problems with partially the same fluctuation of prevalence across Iran and the world.

Children's behavioral disorders are common disorders inducing numerous problems for teachers, families, and children themselves. They bring about high rates of social predicaments. Behavioral disorders have considerable impact on children and adolescents' educational, social, and occupational performance (Shokouhi, 2005).

Behavioral disorders increase the probability of mental illnesses in adulthood (Pandina et al, 2007).

Their prevalence is partially the same in various societies. Many children's behavioral disorders are considerably and/or totally removed in adulthood. Yet, in some cases, they also continue in adulthood (Musavi & Ahmadi, 2012).

In psychopathology, it is believed that behavioral-emotional problems are the most conventional issues with which children and adolescents cope (Imani & Mohebb, 2009).

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If these children are identified and treated during primary school (i.e. before behavioral disorders lead to school underachievement and before they lead to changes in adults' attitudes and worsen the interaction between child and parents), we can run an effective intervention (Tousi, 1998).

Accordingly, this article seeks for identifying and explaining the underlying factors of behavioral disorders in primary students using a descriptive-analytical approach. It is also an attempt to ground proper nurturing aside from any disruptive behaviors. This study tries to present practical ways to improve the status of behavioral disorders in primary students and pave the way for correct education.

Concepts, Symptoms, and Classification of Behavioral Disorders

- **Definition**

Each society needs both mentally and physically healthy individuals to develop and grow in various social, economic, and cultural aspects. Their health and illness will have remarkable effects on the health and illness of future society and generation. As a result, a comprehensive definition of behavioral disorders will shed light on this discussion.

Behavioral disorders refer to condition where an individual has different responses to behavioral responses to cultural, age, and ethnic norms at school. They negatively affect his educational performance – protecting himself – his social relationships – personal compatibility – his behavior in classroom and adaptability in workplace. Most children with behavioral disorders have negative emotions. They behave others badly. In most cases, teachers and classmates reject them. Consequently, they will have less learning opportunities (Brown & Percy, 2007).

Based on the above definition and empirical observations in this regard, behavioral disorders refer to problems exclude an individual from his peer community despite his IQ and mental-behavioral balance. They lead to his helplessness regarding his educational performance.

- **Symptoms**

Despite their many problems, these individuals are not identified for years after entering into school. Hence, they do not receive special instruction, unless their behavioral disorders and educational problems are intensified. Yet, recognizing behavioral disorders symptoms prevent from this serious issue.

As human is a multidimensional being and as it is impossible to describe his various aspects, behavioral disorders – as one of the anthropological issues – have a wide variety of symptoms. Hence, we cannot consider some unique signs for this condition. However, the intellects of educational sciences area have introduced some symptoms for this disorder.

Behavioral disorders increase individuals' drug abuse, criminal activities, anxiety and temper disorders, learning disability, and personality disorders (Baumeister, 2007). Children with behavioral disorders have a variety of problems. They have low self-esteem, and problems in communicating with family members and other people. They easily fail (Sausser & Waller, 2006).

Most of these children (children with behavioral disorders) have serious difficulties in one or more educational abilities like reading – writing – mathematics. These problems are not resulted from low IQ, inadequate teaching, and cultural failure (Javadian, 2007). Incompatible behaviors such as disobedience and aggression appearing during preschool years are considered to be exposed to a shift toward communication disorders. It is believed that these individuals will experience behaviors such as delinquency, educational

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underachievement, drug abuse, and peer rejection (Imani & Mohebb, 2009).

In sum, the symptoms of behavioral disorders in primary students are categorized as follow:

1. Drug abuse
2. Criminal activities
3. Anxiety disorders
4. Learning disability
5. Personality disorder
6. Low self-esteem
7. Disability in communication with others
8. Premature failures
9. Educational underachievement in various areas
10. Disobedience
11. Aggression
12. Rejection by peers

- **Classification**

Various classifications have been offered for behavioral disorders so far. Some researchers have divided them into two major classes:

Internalized behavioral disorders such as depression and anxiety; they deal with the inner world of an individual. They are accompanied by mental and emotional conflicts. Externalized behavioral disorders; they deal with individual's problem with others (Achenbach et al, 1991).

Underlying Factors of Behavioral Disorders in Primary Students

A variety of factors affect the formation of behavioral disorders. Yet, discussing all of them is beyond the scope of this article. In the forthcoming, the ideas of the scholars of the field regarding some factors underlying behavioral disorders will be presented. Then, these factors will be itemized.

Among risk factors inducing behavioral disorders in children and adolescents include weak socioeconomic status, lack of social competence, child abuse, too many family members, marital problems (parents' separation - domestic conflicts – divorce - parents' re-compatibility, and domestic violence), parents' problems (such as psychosomatic illnesses, and parents' criminal behavior) (Ganni, 1998).

The relationship observed between behavioral disorders and emotional intelligence brings about significant implications regarding the prevention and treatment of behavioral disorders; especially for mental health experts active in this field. For instance, the necessity of applying the methods of promoting emotional intelligence in presented models for preventing and treating behavioral disorders can be cited (Mohammdi & Gharaei, 2007).

Results of the study showed higher level of behavioral disorders in children with addicted fathers as compared to children with non-addicted fathers. There was a relationship between father's education and children's behavioral disorders. As father's education increased, children's behavioral disorders decreased. School absence and number of references to school counselor were higher in children with addicted fathers as compared to children with non-addicted fathers. There was negative significant relationship between behavioral disorders and educational achievement (Shams Esfandabad, 2003).

Studying physical complaints, anxiety and depression, social problems, thinking issues and crime showed significant increase in children with critically depressed mothers as compared to children with healthy mothers. Similarly, children's extravertness and intravertness in case group (test group) were significantly higher as compared to control group. Children's unsociability and attention disorder in both group showed a statistically non-significant difference. Behavioral disorder score was significantly higher in children with depressed mothers as compared to children with healthy mothers (Musavi & Ahmadi, 2012). The analysis of results showed that the problems of students with

behavioral disorders were reduced through teaching social skills. Based on these results, those involved in children health affairs must make serious attempts regarding the instruction of social skills from primary school. Generally, it can be said that teaching social skills increases mental health. It is also effective in preventing from mental diseases and behavioral problems (Karimi et al, 2010).

The first and most important result of this study is that there is a significant relationship between mothers' emotional maturity and children's behavioral problems. In fact, mothers with higher emotional maturity have children with fewer behavioral disorders. This corresponds with the results reported regarding the significance of mothers' mental and personality health in children's evolution process (Imani & Mohebb, 2009). Mother's mental trauma leads to children's affective-emotional disorders and educational problems. If the mother suffers from acute depression or panic disorder, her child will probably deal with emotional behavioral disorders. There is a relationship between mother's depression and depression disorders, social anxiety disorder, harassment, separation anxiety, and multiple anxiety disorders and/or reduction of social performance in children. There is a relationship between mother's panic disorder and children's acrophobia panic disorder, separation anxiety disorder, and multiple anxiety disorder (*ibid*). A study by Nazemi et al (2010) indicated that negative parenting led to physical and emotional stigma in children exposed to behavioral problems. They create problematic behaviors emanated from parents with problematic behavioral models (*ibid*). Other researchers also found out that parents' irritability can harm child's emotional health and his cognitive abilities development. Depressed mothers treat their children in a less emotional and autonomous yet more conservative way as compared to other mothers. Again, they are not so much patient with their older children. Yet, they are further inclined to punish them.

On the contrary, about 1-year children with happy parents have stronger emotional relationship with them. As a result, it seems that they obtain higher scores as compared to children with apparently unhappy parents (Ganji, 2007).

To optimally use the underlying factors of behavioral disorders in the discussion, these factors are summarized as following subjects:

1. Weak social and economic status
2. Lack of social competence
3. Child abuse
4. Too many family members
5. Parents' separation (temporary separation due to work condition and …)
6. Domestic conflicts
7. Parents' divorce
8. Parents' re-compatibility
9. Domestic violence
10. Parents' psychosomatic illnesses
11. Parents' criminal behavior
12. Emotional intelligence declination
13. Having addicted parents
14. Being male (due to having special social responsibilities)
15. Parents' low educational degree
16. Parents' depression (especially, mothers)
17. Not teaching social skills
18. Parents' low emotional maturity (especially, mothers)
19. Parents' permanent irritability

The Objectives of Primary Education

To obtain further knowledge of primary students' educational plan, the objectives of education are presented here. Then, it is possible to explain and describe the underlying factors of behavioral disorders in primary students well.

New Iran's education design as "The Objectives of Education at Various Learning Levels" writes: the specific objectives of education considered in childhood and in the primary stages of formal education following family and kindergarten's nurturing attempts include three main groups:

a) Familiarizing children and letting them get used to collective life out of family as well as gradually establishing conditions gradually preparing them for living in society based on the proper principles of personal growth.

b) In the second stage, children will be prepared to adapt themselves with life condition. It will include the creation and nurturing of some simple skills like the ability to listen, speak, understand others' meaning, and convey their meaning across, think, infer, and deduct simple results, gradual preparation for perceiving values, count and measure, time identification, sewing, construct and create at elementary level fitted growth condition.

c) Teaching instructional materials including reading, writing, calculating, and giving information and knowledge regarding areas related to religious, spiritual, social and economic training for growth appropriate for childhood abilities in all aspects concerning public education includes other objectives of primary education. In sum, during these five years, children between 6 and 10 years of age must be instructionally prepared for understanding and perceiving issues related to this stage and later stages (Shokouhi, 1999).

Studying the Relationship between the Underlying Factors of Behavioral Disorders and the Prominent Indices of Primary Education

In a general summation, as said, nineteen underlying factors of behavioral disorders were approved by the researchers of the area under study. On the other hand, the objectives of primary education were specified in three general areas. The objectives cited for primary education are related to many years ago. Hence, the prominent indices of those objectives are extracted per se. The relationship between nineteen factors underlying behavioral disorders concerning the objectives of primary education are listed in table below:

Target areas/19 factors	Social Life Area	Abilities and Skills Area	Teaching instructional materials area regarding religious, social, and economic nurturing fields
Weak social and economic status	strong relationship	medium relationship	medium relationship
Lack of social competence	strong relationship	weak relationship	medium relationship
child abuse	medium relationship	strong relationship	weak relationship
Too many family members	strong relationship	weak relationship	weak relationship
Parents' separation (temporary separation due to work condition and …)	strong relationship	weak relationship	medium relationship
Domestic conflicts	strong relationship	weak relationship	medium relationship
Parents' divorce	strong relationship	weak relationship	medium relationship
Parents' re-compatibility	strong relationship	weak relationship	medium relationship
Domestic violence	strong relationship	weak relationship	medium relationship
Parents' psychosomatic illnesses	strong relationship	weak relationship	medium relationship

Parents' criminal behaviors	strong relationship	weak relationship	medium relationship
Emotional intelligence declination	weak relationship	strong relationship	strong relationship
Having addicted parents	strong relationship	weak relationship	weak relationship
Being male (due to having special social responsibilities)	strong relationship	strong relationship	weak relationship
Parents' low educational degree	weak relationship	weak relationship	strong relationship
Parents' depression (especially, mothers)	strong relationship	weak relationship	strong relationship
Not teaching social skills	strong relationship	medium relationship	medium relationship
Parents' low emotional maturity (especially, mothers)	strong relationship	weak relationship	weak relationship
Parents' permanent irritability	strong relationship	strong relationship	strong relationship

In the above analytical table, in sum, 57 relationship examinations (regardless of effect direction) occurred between the three target areas of primary education and the underlying factors of behavioral disorders in primary school students. Among them, 24 examinations were cited as "having strong relationship", 13 as "having moderate relationship", and 20 as "having weak relationship".

CONCLUSION

Based on the titles cited and also the above table, there is partially intensive relationship between the underlying factors of behavioral disorders in primary school students and the target areas of primary education. Accordingly, it is concluded that behavioral disorder can lead to the general destruction of the indications of primary education objectives in primary school students.

Regarding what is discussed and the general result of the article, the following practical ways are presented for improving the educational status of Iran and avoiding the underlying factors of behavioral disorders in primary school students:

1. Educational scholars shall make attempt to formulate the objectives of primary education based on the removal of behavioral disorders in primary students.
2. The intellects of behavioral disorder area shall present updated new strategies for improving this condition in primary school students.
3. There is a serious interaction between behavioral disorders and social area. Hence, sociologists shall figure out other underlying factors of behavioral disorders.
4. Primary education authorities (teachers, principals, and …) shall make attempt to practically improve this situation through continuous consultations as well as carrying out case studies on students with behavioral disorder.
5. Parents-teachers association meetings shall be active in clarifying the issue of behavioral disorders in primary students.
6. Primary schools counselors shall make attempt to be more successful in providing psychology services by classifying students with behavioral disorders.

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