

# FAMILY RELATIONSHIPS LEAD TO BEHAVIOR PROBLEMS IN KIDS

## Polvonova D.T.

*Polvonova Dilrabo Tagaymuratovna - Teacher,  
DEPARTMENT OF PEDAGOGY AND PSYCHOLOGY,  
UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY, TASHKENT, REPUBLIC OF UZBEKISTAN*

**Abstract:** *this article describes the 'behavior problems' those have major impact on child's bodily and social development and the families emotional support to an individual have a major role in the formation of one's personality.*

**Keywords:** *social study, public issue, structural perspective, cohesive family, flexible role, aggressive and disruptive behavior, genetic trait, emotional support.*

A new psychology study has found that unhappy families, are unhappy in two distinct ways, and the dual pattern of such unhealthy relationships lead to a host of specific difficulties for children during their early school years.

Cold and controlling family environments are linked to a growing cascade of difficulties for children in their first three years of school, from aggressive and disruptive behaviour to depression and alienation. The study also finds that children from families marked by high levels of conflict and intrusive parenting increasingly struggle with anxiety and social withdrawal as they navigate their early school years.

Cohesive families are characterized by harmonious interactions, emotional warmth, and firm but flexible roles for parents and children. Enmeshed families, by contrast, may be emotionally involved and display modest amounts of warmth, but they struggle with high levels of hostility, destructive meddling, and a limited sense of the family as a team. Finally, disengaged families, as the name implies, are marked by cold, controlling, and withdrawn relationships. Although the study demonstrates solid evidence of a family-school connection, the authors caution that dysfunctional family relationships are not responsible for all or even most behaviour difficulties in school. Other risk factors, such as high-crime neighbourhoods, high-poverty schools, troubled peer circles, and genetic traits also influence whether one child develops more problems than another child.

Children from disengaged homes began their education with higher levels of aggressive and disruptive behaviour and more difficulty focusing on learning and cooperating with the classroom rules. These destructive behaviours grew worse as the child progressed through school.

By contrast, children from enmeshed home environments entered school with no more disciplinary problems or depression and withdrawal than their peers from cohesive families. But as children from both enmeshed and disengaged homes continued in school they began to suffer higher levels of anxiety and feelings of loneliness and alienation from peers and teachers. The authors concluded that, "Children in the early school years may be especially vulnerable to the destructive relationship patterns of enmeshed families."

A structural approach to childhood hardly existed prior to the so-called social studies of childhood. A structural approach to childhood is not about the individual child and his/her development; it is about the (historical) development of childhood. Childhood is understood as a structural form or pattern determined by societal parameters, such as economy, politics, and technology. In this understanding, childhood is a permanent feature, even though it changes in time and space. As a structural form, childhood is a segment of the generational order, that is, it relates to adulthood and old age. It is important to distinguish between primary relationships between generations (e.g., within family and/or locality) and structural relations between generational segments. Historically, childhood has developed as a result of changing economic circumstances and has experienced a growing distance to other generational segments. The well-being of children as a collectivity is partly a political issue; children do not have a political constituency of their own; yet, childhood is an object of immense interest to various partners, most recently reflected in the social investment movement, the anticipatory concern of which coincides with that of traditional psychology and sociology. The quality and nature of the parental nurturance that the child receives will profoundly influence his future development. The knowledge of these family factors associated with behaviour problems may be helpful to identify at risk children.

The behavior of a child is variable and depends on biological, social and environmental factors[1]. In learning to adjust to the world in which child is growing up, he develops certain kinds of behavior which are annoying or embarrassing to adults with whom he comes in contact. Adults frequently label such behaviors as problem behaviors.

Studies on the prevalence of behavior problems in children shown alarming results and yet strikingly varying from one study to another. The "behavior problems" are having a major impact on the child's bodily and social development. It is the major concern of frustration to parents. Parent-child relationship gets disrupted and creates family conflicts and disharmony.

The family provides emotional support to an individual as well as plays a major role in the formation of one's personality. The quality and nature of the parental nurturance that the child receives will profoundly influence his future development. But only few homes provide the right type of environment to the growing child. Numerous studies have shown that children with various kinds of psychiatric and behavioral problems tend to come from homes or schools that are disadvantaged in some respect [2].

The present study shows that family structure is changing more in favor of nuclear setup. Probably, may be because the majority of families are migrated from rural places to urban areas in search of work or for educational purposes. Hence the older persons in family remain at their homes in villages. All these factors contribute to the majority of nuclear families in slum areas. Probably other vulnerable factors present in these children in the present study may be masking the effect of type of family.

Parents are first guide and teacher in the life of children. They fulfill their physical and emotional needs and also provide social and psychological support to their child. The presence of parents increases the secured awareness in the child which prevents them from being exposed to peer group pressure or influence of the outer world [3].

Alcoholism is now a days increasing in India. In slum areas, most of the population is migrated and doing labor work. The increased economic pressure and indulged in heavy working makes this population involved in alcoholism. The alcoholism in parents is responsible for disharmony in home environments; there is poor interaction between family members, which hampers the psychosocial development of children.

Parents need to be helped to understand that 'it is not enough to do things to their children; they must do things with them'. Family based interventions which focus on improving communication within the family had some success in treating behavior problems. In family therapy, the primary goal is to change dysfunctional family systems, clarify family roles and promote honest and open communication among family members. Good quality day care can have positive psychosocial benefits, particularly in case of children from poor or disordered homes.

### *References*

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