

## Investigate the Psychosocial Factors in Conduct Disorder: Comparison among Conduct Disorder Children and Normal Children

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### Abstract

The present study was to investigate the relationship among parental school involvement self esteem, and personality traits across conduct disorder and normal students. Purposive sampling technique was employed based on cross sectional design. Three scales were used to asses Personality traits, self esteem, mother school involvement and, father school involvement. The sample comprised 100 children's, (Conduct Disorder, N=50, Norma Children, N=50) were collect from different organization and hospitals of Rawalpindi and Peshawar. The result revealed that mother school involvement was positively significant father school involvement, neurotic traits of personality and lie scale for normal students. The result revealed that mother school involvement was negatively significant, extrovert introvert traits of personality and psychoticism traits of personality for normal students. The result revealed that mother school involvement was positively significant father school involvement for normal students. The result revealed that mother school involvement, father school involvement, psychoticism and introvert-extrovert traits of personality and self esteem was significant predictor for conduct disorder and normal Students. This study would be helpful for pedagogical and clinical setting.

*Key word,* Parental School Involvement, Self Esteem, Personality Traits, Conduct Disorder, Normal Students

## INTRODUCTION

An adequate numbers of children usually suffer from mental health problems which adversely affect their normal development and functioning. These problems include Anxiety, conduct, attention, and depressive disorders are the most famous. For instance, up to 500,000 (14%) of Australian children between the ages of 4 and 18 years have significant mental health problems (Campbell, Williams et al. 2006) up to 50% of 'hard to manage' pre-school children are likely in requiring professional help; approximately one in five children and adolescents in the U.S. may suffer some mental health disorder (Currie & Stabile, 2006). Despite this increased proportionality, little is known on the longer-term effects of these mental problems of children. Currie & Stabile (2007) noted that most studies 'presume that early mental health problem may lead to have negative effects resulting inefficiency of specific interventions'. In the economic literature, several studies explore the longer-term effects of mental health problems on human capital. Currie & Stabile (2006) and Fletcher & Wolfe (2008) investigate the effects of ADHD in the US and Canada. Fletcher (2008) and Currie & Stabile (2007) investigate the effect of depression, where as the latter paper also explores the effects of conduct disorder. Le et al. (2005) examines the effects of conduct disorder on early school leaving and labor market outcomes in Australia. These papers discover that mental ailment, and especially ADHD, and conduct disorder have sizeable negative effects on human capital buildup.

Conduct disorders are an intricate set of behavioral and emotional problems that exist between nine percent of male boys and two percent of female girls. The disorder is distinguished by lasting aggression, theft, lying, destruction, vandalism, and most of all the child or adolescent despoil communal norms and the basic rights of others (Appendix). The etiology of the disorder is still in examination. Some speculations narrate the disorder to unbalanced home lives, a tendency to the disorder, modeling and operant conditioning theory, and environmental factors. Treatment is focused on helping the child manage their anger, parent interaction training, cognitive problem solving skills, and medications (mostly for the other diagnosed disorders that accompany conduct disorder). Prognosis is poor for this type of disorder especially if it is Child-onset type (having 1criteria before the age of 10), rather than Adolescent-onset type (no criteria before the age of 10) in which the prognosis is watched over.

Examiners and Researchers have not yet exposed the causes of conduct disorder, but they maintain to investigate several psychological, sociological, and biological theories. Psychological and psycho analytical theories advocate that aggressive, antisocial behavior is a defense against society, the result of maternal denial, or a failure to manage controls. While other psychological theories (behavioral) suggest children use modeling and operant conditioning to develop and maintain this disorder. Sociological theories advocate that conduct disorders result from a child's initiative to cope with a unfriendly environment or to gain social status among friends. Other sociologists disagree that unbalanced home life contribute to the development of the disorder, whereas, biological theories suggest some children have a inclination to the disorder (nlm.nih.gov). Conduct disorder in children and adolescents may be articulated in the form of any of a range of varied behavioral patterns, from the frequent and intense temper and constant disobedience of the obstinate child to the delinquent's serious acts of aggression, such as theft, violence and rape. The major characteristic of the disorder is the denial of the rights of others and social norms. The question therefore arises as to where conduct disorder lies within the social phenomenon of delinquency. The idea of delinquency belongs in the legal field, and its precise definition can vary with changes in police or judicial procedure. The clinical approach used in this collective expert report does not specifically address delinquency although the antisocial behavior that characterizes conduct disorder commonly leads to serious infractions of the law. The most relevant way of establishing a link between conduct disorder and delinquency is to consider the former as a risk factor for the latter, and one that may interact with other factors. However, it is important to remember that not every adolescent who is convicted for an act of violence or vandalism would necessarily be diagnosed with conduct disorder.

The presence of conduct disorder accounted for much though not all of these outcomes. Family status of hyperactives was much less stable over time than in the normal subjects. The use of research criteria for diagnosing children as hyperactive identifies a pattern of behavioral symptoms that is highly stable over time and associated with considerably greater risk for family disturbance and negative academic and social outcomes in adolescence than has been previously reported.(Barkley, Fischer et al. 1990)

Elements of the family and social environment may also play a role in the development and maintenance of conduct disorder. For instance, antisocial behavior suggestive of conduct

disorder is associated with single parent status, parental divorce, large family size, and young age of mothers. However, these factors are difficult to tease apart from other demographic variables that are known to be linked with conduct disorder, including poverty and low SES. Family functioning and parent-child interactions also play a substantial role in childhood aggression and conduct disorder, with low levels of parental involvement, inadequate supervision, and unpredictable discipline practices reinforcing youth's defiant behaviors. Peer influences have also been related to the development of antisocial behavior in youth, particularly peer rejection in childhood and association with deviant peers. Peer rejection is not only a marker of a number of externalizing disorders, but also a contributing factor for the continuity of the disorders over time. (Hinshaw and Lee 2003; Currie and Stabile 2006) also explain that association with deviant peers has been thought to influence the development of conduct disorder in two ways: (1) a "selection" process whereby youth with aggressive characteristics choose deviant friends, and (2) a "facilitation" process whereby deviant peer networks bolster patterns of antisocial behavior. In a separate study by Bonin and colleagues, (Bonin, Stevens et al. 2011) parenting programs were shown to positively affect child behavior and reduce costs to the public sector.

Factors such as a dysfunctional family life, childhood abuse, traumatic experiences, a family history of substance abuse, and inconsistent discipline by parents may contribute to the development of conduct disorder (emedicine.medscape.com). Addition, we find that conduct disorder is more deleterious if these behaviors occur earlier in

life. (Nicholas G. Martin may 2010)

**Personality.** It is the grouping of characteristics or qualities that single out an individual's distinctive character e.g. the set of emotional qualities, ways of behaving, energy, friendliness and humor, anger, active, sociable, guilt, obsession, prominence, notoriety etc (Eysenck and Gudjonsson 1989) Many contemporary personality psychologists believe that there are five basic dimensions of personality, often referred to as the 'Big 5' personality traits. The five broad

personality traits described by the theory are extraversion, agreeableness, openness, conscientiousness and neuroticism.

Eysenck institutes three main dimensions of personality. Neuroticism is a dimension that ranges from normal, and calm and collected people to one's that tend to be quite nervous. Extraversion-introversion means shy, quiet people "versus" outgoing even loud people. Psychoticism includes certain recklessness, a disregard of common social conventions, and a degree of inappropriate emotional expression (Eysenck 1989) for the present study scale to measure these of personality is used to evaluate personality high scores will indicate high level of neuroticism, Extroversion, and Psychoticism and low scores indicate low level of these traits.

**Self-Esteem.** Self-esteem is valuing oneself, it is how we comprehend our value to the world. And how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, and our work – nearly every part of our lives. Positive self-esteem gives us the courage and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection. Following are some outward signs of positive self-esteem: Confidence, Self-direction, non-blaming behavior. An awareness of personal strengths, An ability to commit mistakes and learn from them, An ability to accept mistakes from others, Optimism, An ability to solve problems, An independent and cooperative attitude, Feeling comfortable with a wide range of emotions, An ability to trust others, A good sense of personal limitations, Good

Self-care, The ability to say no and similarly Low self-esteem is a weakening condition that keeps individuals from realizing their full potential. A person with low self-esteem feels unworthy, incapable, and incompetent. In fact, because the person with low self-esteem feels so poorly about him or herself, these feelings may actually cause the person's continued low self-esteem. Here are some signs of low self-esteem: Negative view of life, Perfectionist attitude, Mistrusting others even those who show signs of affection, Blaming behavior, Fear of taking risks, Feelings of being unloved and unlovable, Dependence – letting others make decisions, Fear of being ridiculed how can you raise low self-esteem? Feelings of low self-esteem often build up over a lifetime, and letting go of ingrained feelings and behaviors is not an easy task. It may take time, hard work, and it may require professional counseling. But there are some simple, positive thinking techniques that can be used to help improve self-esteem. These are called Affirmations. Using affirmations to stop negative self-talk is a simple, positive way to help

increase self-esteem. Affirmations are encouraging messages we can give ourselves every day until they become part of our Feelings and beliefs. Affirmations work best when a person is relaxed. But since people are often upset. When they are giving themselves negative self-messages, they may need to counter negative messages with positive ones. For example, replace the message “I made a stupid mistake, and they think about their own self that I am no good at this job,” with “Yes, I made a mistake but I have learned from it, and now I can a better job.” Begin each day by looking in the Mirror and giving you a positive message. The following affirmations can help you to work toward a Positive self-image: I respect myself and others I am lovable and likable. Am confident, and it shows I care about myself I am creating loving, healthy relationships and I am a good friend to myself as well as others I accept myself just as I am I look great I feel that my life is good, and I really like being a part of it.

According to Rifai (1999) self esteem is individuals feeling about his or her worth as a person, derived from various salient dimension of self namely .psychological, social. And academic or other” (p.47).self esteem has four component .1.self acceptance.2.self competence .3.social and physical self acceptance .4.academic self competence.

**Self –Esteem and Academic Achievement.** The connections between self esteem and academic achievement have received much consideration (Maruyama, Rubin et al. 1981)Past research has shown a considerable link between stages of self esteem and academic achievement (Auer, 1992 ). Various researches have shows that the self esteem and academic achievement are deeply interlinked (Bankston and Zhou 2002). Some other studies inquired the cognition between self esteem and academic achievement and came to know that high self esteem favors academic achievement. Some other studies have highlighted the connection between self esteem and learning upshots. Majority have demonstrated the self esteem and divided into three groups (a) studies which evaluates the connection between self esteem and academic performance. However, few studies remained unsuccessful to establish link between self esteem and academic achievement (Gerrard and Owen, 2003 ). (b) Studies describing the self esteem and academic differences between achieving and non achieving students. These studies have illustrated that the students of high self esteem are capable of producing better results than the students of low self esteem (Combs 1964)(c) Studies which highlighted sex linked differences are not in a monotonous track i.e. some researches facts and figure specify that academic achievement is

more vital for the self-esteem of the girls(Cotler and Palmer, 1970;Primavera ,Simmen and primavera, 1974)which then advise that it is more important for the self –esteem of boys(Brown et al 1990).Conger(1973) proposed that the girls’ self-esteem is stapled to interpersonal relations more often compared to boys, they are more inclined to give hype acceptance by others and adults acknowledgement that achievement is the prime concern of boys and physical appearances and popularity are the nucleus of gils attention positive self-esteem or high achievement in response uplift self-esteem(kreps,1999)

**Perceived Parental school involvement.** Parental school involvement is characterized different in prose. It includes various forms of parents, participation in education of children. Parents can prolong their children’s schooling by attending school functions and by helping them in their homework .in this present performance (school and homework) .children’s perception of parents arrangement and activities related to homework (As cited Nooria ,2007)

### **Parental School Involvement and Academic Achievement**

Relative researches have instituted interlink between the parental support and the grades of the students. Parent’s personal attention plays a vital role in children’s evaluation. This study also supplements the positive outcomes of the parental involvement with regards to the mental growth of children. The parental involvement helps curtailing the delinquency in the children. (Epstein, 1998). this study also support the positive effect of the parental involvement with regards to the mental growth of the children .the parental involvement helps reduce the delinquency in the children. According to Bogenschneider (1997), and Broh (2002) experiments shows that practical literature supplements that the connection between the parental involvement and the academic achievement of the students. Parental interest improves the academic achievement of the students. It plays very vital role for the success of the students in future life. The parents and the other societal influences coupled in reorganizing the children’s behavior (Eysenck 1989). This present study has been investigated relationship among personality traits, parental school involvement and self-esteem across conduct disorder and normal children’s. This present study has been investigated the role of demographic variables (grades, previous marks, family system) in personality traits, parental school involvement and self-esteem among normal children’s and conduct disorder.

This present study has been hypothesized to examine the prediction of personality traits, parental school involvement and self-esteem on conduct disorder and normal school children's.

## Method

### Sampling.

Prospective sampling technique of (normal children's =50, conduct disorder=50) was instituted based on cross-sectional design. From grade 4 to 8 with age range 6-11, both conduct disorder and normal children's were chosen from same class and from different schools, organization and hospitals of Rawalpindi and Peshawar. Main reason for these selection criteria was made to distinction between conduct disorder and normal children's.

### Instrument.

**Eysenck Personality Questionnaire (junior) scale.** Parental school involvement and academic Achievement scale. And self-esteem scale. Eysenck personality Questionnaire (EPQ) .for the present study. urdu translated and adapted version of (NAQVI, 2007) of Eysenck personality Questionnaire would be used to measure the personality traits of adolescent. The EPQ (junior) yields four scales: Eysenck's three factors of personality i.e. Extraversion-Introversion, neuroticism, Psychoticism and Lie scale to verify valid responding .it is a dichotomous scale on which respondent has to express his agreement or disagreement with the statement in the form of Yes or No (Yes=1 & No=0) There are 24 items in Extraversion-introversion subscale (1, 5, 9, 13, 17, 2, 25, 28, 33, 37, 41, 44, 48, 52, 56, 58, 61, 65, 67, 70, 74, 76, 79, & 81) and 20 in Lie subscale (4, 8, 11, 16, 20, 24, 27, 31, 36, 40, 43, 47, 51, 55, 60, 64, 69,



73, 75, 78) );20 item in neuroticism in subscale(2, 6, 10, 14, 18, 22, 26, 29, 34, 38, 45, 49, 53, 59, 62, 66, 68, 71 & 80) and 17 in psychoticism(3, 7, 12, 15, 19, 23, 30, 32, 35, 39, 42, 46, 59, 54, 57, 63, & 72)The EPQ (junior) has also negative items in subscale of psychoticism (item no 30, 63&72)similarly for extroversion (item no (9,48&76)the subscale of Lie has negative item i.e.( 4, 11, 16, 40, 64, 69, 75, &78) and Neuroticism has all positively state items in that scale.and there is also reverse scoring for negative items .acording to that Higher the score of respondent on each subscale, the more that type of personality traits are present. so the sum of the subscales scores is used is determining the personality of individual .its test retest reliability is .91(Naqvi, 2007)

***The Self-Esteem Scale.*** In self-esteem scale there was 29 items it was 5 point Liker type scale. it was develop by Rifai Borden ,Wilson &Ward,(1999)the item are most relevant to the construct and expressing evaluation of a global self and its various aspect. the scale constitutes of four subscale .(1) self acceptance(11 items)'(2) self competence(6 items)'(social and physical self acceptance(7 items)and (3)academic self competence(5 items)self esteem scale is a reliable and valid measure ( Rifai ,et al,1999)it has four subscale selected on the bases of factor analysis with factor loading of  $>.30$  on each factor . the average inter scale correlations are  $.42$ the internal consistency as indicated by the alpha coefficient value is  $.83$  , $p<.00$ .the split half reliability commuted by spearmen Brown correlation is  $.72$ . $<.00$ . the convergent validity of scale is  $r=.62$ . $p,00$  by finding its correlation with anxiety delinquency and with depression was found ( $r=-.23$ , $p<.01$  with depression is  $r =-.53$ , $p<.00$ .) it reveals that self –esteem scale is a reliable and valid measure. So in that scale Response categories vary from very low to very high .negatively phrased items were reversed scored (items=1, 5, 7, 8, 11, 13, 16, 19, 21, 25, 28).

***Parental school involvement scale.*** a scale for measuring perceived parental school involvement (Hoover, Dempsey and Sandleer,2005)in that scale there are three sub scales(a)the parent ability to help with home work(b)the Childs perceptions (c)the parents structure and other activates related to help homework. These sub scales have alpha reliability  $.84$ ,  $.75$ , and  $.80$  respectively. the items are rated at 4 point scale with the scoring of 1 (never), 2(sometimes), 3(usually), 4(always) this scale was back to back translated into Urdu language .the total score ranges from 26 to 104 .first five items measured the children's perception of their parents ability to help them with their homework items 10 to 26 measured the children's perception of how

parents help them with their homework. it employed two versions of 9, and 10 are negative items with reverse score .it employed two version of parental school involvement scale (1)is mother version and scale(2) is father version .both of these version were based on the same subscale and on other activities related to the homework and (3) the parents structure and other activities.

### **Procedure.**

In the current research data of 100 participants was collected from different public and government schools of Peshawar and Rawalpindi and participant of conduct disorder were collected from child protection and well-fear bureau organization from Rawalpindi and from hospitals Peshawar .participant of the study would be approached by researcher and permission of the school administration. the research objectives and nature of current study would be explain during data collection .it would be assured of school administration and study result would be kept confidential and would only use for the research purpose .After taking the consent of the schools administration then questionnaire was handed over participant to complete it .

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## Results

**Table 1**

*Correlation matrix among parental school involvement, self esteem, and personality traits for normal students.*

Variable	1	2	3	4	5	6	7	8
1. Mother	-	.200	.411**	-.484**	.563**	-.285*	.279*	-.076
2. Father		-	.464**	-.134	.145	.104	-.002	.299*
3. Stu			-	-.128	.441**	-.068	.106	.180
4. Int				-	-.163	.053	-.486**	.393**
5. Ner					-	-.133	.245	-.077
6. Psy						-	-.193	.138
7. Lie							-	-.537**
8. Se								-

Table revealed Mother school involvement was positively significant correlated with student thinking about themselves ( $r=.41, p<.001$ ), neurotic traits of personality ( $r=.56, p<.001$ ), and lie scale of personality ( $r=.28, p>.05$ ). on other hand Table revealed Mother school involvement was negatively significant correlated with extrovert introvert traits of personality ( $r=-.48, p<.001$ ), and psychoticism traits of personality ( $r=-.29, p<.05$ ).self esteem was negatively significant with student thinking about them self. table also revealed that father school involvement was positively significant with student thinking about them self ( $r=.46, p=.001$ ) and positively significant with self-esteem ( $r=.29, p=.05$ ) in above table also revealed that stu was positively significant correlated with neuroticism ( $r=.44, p=.001$ ) and introversion-extroversion was negatively significant correlated with psychoticism ( $r=-.48, p=.001$ ) and positively significant correlated with self-esteem ( $r=.39, p=.001$ ).self-esteem was negatively significant with ( $r=-.53, p=.001$ )

**Table 2**

*Correlation matrix among parental school involvement, self esteem, and personality traits for conduct disorder (N=50).*

Variables	1	2	3	4	5	6	7	8
9. Mother	-	.768**	.770**	.060	.214	.184	.194	-.210
10. Father		-	.450**	-.098	-.186	-.080	.124	-.145
11. Stu			-	.309*	.342*	.424**	.257	-.121
12. Int				-	.554**	.620**	.181	-.168
13. Ner					-	.562**	.197	-.131
14. Psy						-	.258	-.458**
15. Lie							-	-.229
16. Se								-

Table revealed that mother school involvement was positively significant correlated with father school involvement ( $r=.76, p=.001$ ) and also positively significant correlated with children thinking about themselves ( $r=.77, p=.001$ ). Father school involvement was positively significant correlated with children thinking about themselves ( $r=.45, p=.001$ ). children thinking about themselves positively significant correlated with introversion-extroversion ( $r=.31, p=.05$ ) and was positively correlated significant neuroticism ( $r=.34, p=.05$ ) and positively significant with psychoticism ( $r=.42, p=.001$ ) introversion and extroversion was positively significant correlated with ( $r=.55, p=.001$ ) and positively significant correlated with psychoticism ( $r=.62, p=.001$ ) neuroticism was positively significant correlated with psychoticism ( $r=.56, p=.001$ ) psychoticism was positively correlated significant with ( $r=-.45, p=.001$ )

**Table 3**

*Simple logistic regression analysis on parental school involvement, self esteem, and personality traits across normal children and conduct disorder.*

<i>Variables</i>	<i>B</i>	<i>S.E.</i>	<i>Wald</i>	<i>Sig.</i>	<i>Exp(B)</i>
Constant	57.357	16.442	12.169	.000	8.12
1.Stu	-.087	.214	.164	.685	.917
2.Father	-.167	.069	5.882	.015	.846
3.Mother	-.126	.064	3.845	.050	.881
4.Se	.000	.033	.000	.990	1.000
5.Int	-.221	.088	6.253	.012	.802
6.Ner	-.418	.244	2.937	.087	.659
7.Psy	-.569	.192	8.773	.003	.566
8.Lie	-.175	.121	2.088	.148	.840

Probability of predict for normal students=96, Probability of predict for conduct disorder students=82

Simple logistic regression was performed to examine mother school involvement, father school involvement, personality traits and self esteem for conduct disorder and normal Students. This study revealed that Extrovert-Introvert traits of personality was significantly predicted for conduct disorder and normal students ( $\beta = -.22$ , Wald Test=6.25,  $p < .05$ , conduct disorder prediction=82.00%, normal students prediction=96.00%). This study shown that mother school involvement was significantly predicted for conduct disorder and normal students ( $\beta = -.13$ , Wald Test=3.84,  $p < .05$ , conduct disorder prediction=82.00%, normal students prediction=96.00%). This study revealed that father school involment was significantly predicted for conduct disorder and normal students ( $\beta = -.16$ , Wald Test=5.66,  $p < .05$ , conduct disorder prediction=82.00%, normal students prediction=96.00%). This study revealed that psychoticism traits of personality was significantly predicted for conduct disorder and normal students ( $\beta = -.56$ , Wald Test=8.77,  $p < .05$ , conduct disorder prediction=82.00%, normal students prediction=96.00%).

*Group comparison among grades on parental school involvement, self esteem, and personality traits for normal children.*

Variables	class 7 (n=1)		class 8 (n=6)		class 9 (n=14)		class 10 (n=7)		class 11 (n=22)		F	P
	M	SD	M	SD	M	SD	M	SD	M	SD		
STU	18.0000	0.00	18.0000	1.78885	18.1429	1.46009	16.7143	2.81154	18.1818	1.89326	.839	.508
FATHER	63.0000	0.00	57.0000	5.86515	60.9286	6.24456	59.1429	8.37513	58.5000	3.91274	.761	.556
SE	127.0000	0.00	57.3333	2.58199	67.6429	17.45591	72.7143	15.42416	66.0909	18.78426	3.852	.009
INT	31.0000	0.00	28.0000	2.36643	31.5714	2.47182	40.5714	9.25306	33.0909	5.96744	4.798	.003
NER	33.0000	0.00	32.6667	.51640	29.4286	3.58875	30.1429	2.73426	31.1364	2.07698	2.123	.094
PSY	30.0000	0.00	24.6667	.51640	25.7857	3.51215	26.1429	3.18479	24.6364	1.61968	1.720	.162
LIE	27.0000	0.00	29.0000	.89443	26.8571	3.10972	25.7143	2.87021	27.8182	4.85638	.723	.581
MOTHER	75.0000	0.00	75.6667	6.02218	77.4286	7.34548	69.5714	15.88350	76.2273	5.69822	1.133	.353

Note: only significant results are reported.

Table revealed that class 7<sup>th</sup> students have more self esteem as compare to other classes. Table also revealed that Students of class 10<sup>th</sup> were more introvert as compare to other classes.

*Group comparison among grades on parental school involvement, self esteem, and personality traits for normal children.*

Variable	class 7 (n=1)		class 8 (n=6)		class 9 (n=14)		class 10 (n=7)		class 11 (n=22)		F	P
	M	SD	M	SD	M	SD	M	SD	M	SD		
STU	5.0000	.00	17.2222	2.04803	11.4615	5.30119	7.7143	4.64451	15.8889	3.04648	12.436	.000
FATHER	34.00	.000	50.4444	19.83123	37.0769	12.37243	36.8571	12.06135	40.6111	11.99087	1.711	.164
SE	90.00	.000	82.3333	10.51190	68.0769	8.76985	69.1429	7.08116	74.6667	13.02486	4.532	.004
INT	29.00	.000	30.3333	3.60555	29.3077	3.96620	36.0000	7.76745	31.4444	3.32941	3.071	.026
NER	27.00	.00	28.7778	3.15348	28.4615	3.47887	28.8571	1.46385	28.8571	1.46385	.229	.921
PSY	21.00	.00	22.0000	3.57071	22.7692	3.00427	22.8571	2.26779	22.9444	3.48901	.349	.844
LIE	25.00	.00	22.6667	3.90512	23.5385	3.57341	24.2857	2.75162	24.6667	4.35215	.531	.714
MOTHER	33.00	.00	68.55	12.98	48.75	18.28	40.28	13.59	54.7	13.23	5.69	.001

Note: only significant results are reported

Table revealed that class 8<sup>th</sup> students have more parental school involvement as compare to other classes. Also students of class 7<sup>th</sup> have more self esteem as compare to other classes. Table also revealed that students of class 8<sup>th</sup> have more mother school involvement as compare to other classes.

## **Discussion**

The result revealed that mother school involvement was positively significant father school involvement, neurotic traits of personality and lie scale for normal students. The result revealed that mother school involvement was negatively significant, extrovert introvert traits of personality and psychoticism traits of personality for normal students. The result revealed that mother school involvement was positively significant father school involvement for normal students. The result revealed that mother school involvement, father school involvement, psychoticism and introvert-extrovert traits of personality and self esteem was significant predictor for conduct disorder and normal Students. This study would be helpful for pedagogical and clinical setting. The results of current study also revealed that conduct disorder is significantly related to dysfunctional family. No significant relation is found among self esteem, personality traits and conduct disorder.

Many theories proposed that family, (home environment) if biological father is criminal and parents are uneducated (poor, divorced, rejection, teasing, insulting, father's verbal threats to mother), yelling and disobedient, children observe their parents fighting with each other and see their father's anti-social behavior as normal as a desirable trait to have. Children with conduct disorder do not feel guilty for their wrong doing. They are also manipulative, irresponsible, unconcerned to others. They are more likely to engage in risky behavior to seek or enhance pleasure. Children who encounter negative experiences from their family (home environment) are encouraged to escape and seek for their preferable sensation which makes short term relief more attractive in spite of long term consequences for CD children.

These high sensation seeking children often are seem to have conduct disorder including aggressive behavior and criminal activity. Their actions are seen as inappropriate to the community.



Suggesting that the childhood behaviors are linked to adult criminality. Factors in early childhood can usually explain the continuity of criminal or risky behaviors throughout an individual trouble life. This research proves that once child have features of conduct disorder, it is very likely that they will continue to have it for most of their lives.

Family plays an important and prominent role in developing personality of any child. Children with criminal tendencies have so far poor/rejected family background which plays major role.

The behavior theorists see the cause of conduct disorder as the learning of maladaptive behavior (Perry and Kelder 1992) They suggest that behavior included in CD are learnt from the environmental through reward and punishment (Holmen, 2001) thus harsh and continuous physical punishment from parents encourage children to behave in aggressive ways (Morris, 1996; Kaplan et. al, 1995) and mother who use aggressive behavior with children during study and homework or not help them.

Kaplan et al (1995) described that the conduct disorder is also more common among children whose parents have antisocial personality and alcohol dependence.

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