

## **Study on the Causes of Misbehavior among South-East Asian Children**

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### **Abstract**

*The study investigates the major causes of misbehavior among South-East Asian children. Phenomenological research design was used as research model for this study. The population of the study consisted of married men/women from South-East Asia. In all, 70 respondents were selected through purposive sampling method where 36 married males and 34 females participated from India, Pakistan, Malaysia, Singapore and United Arab Emirates. The phenomenological interviews were conducted through face-to-face interaction and video conferencing where the respondents were asked to share the reasons that encourage children to misbehave. Five themes and multiple sub-themes were derived from the interviews. The results drawn from the study reveal that the main causes of misbehavior among South-East Asian children are (1) family and social environment which include lack of inculcation of ethical values, harsh behavior of parents, use of abusive language, imposition of strict rules and regulations, bad friend circle, nagging children in front of others, imbalance development and undue pampering;(2)lack of attention which includes ignorance of parents, communication gap due to lack of time, lack of understanding, love and care and lack of counseling; (3)media which includes change in lifestyle, western culture and modernism;(4) de-motivation which includes discouragement and avoiding children's opinion; high expectations; (5) favoritism which includes impartiality and discrimination among children. Recommendations are supplemented at the end of the research paper.*

**Keywords:** Causes, Mis-behavior, South East Asian, Children

### **Introduction**

We worry about what a child will become tomorrow, yet we forget that he is someone today. (Tauscher, 2006)

All children have different pattern of behaviors. Their responses to different situations are unpredictable. Since parents are very close to children, they know few attributes of their children.

Children behave violently at one time or another. Generally misbehavior is described as “an action of the child which interferes with his or her learning of either academic material or appropriate social behavior.” (Hummel & Deitz, 1978: p.8)

Charles (1999) defines misbehavior as “behavior that is considered inappropriate for the setting or situation in which it occurs.” (p.2)

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According to Watson & Swin (2011), the behaviors that are visibly harmful to human or the environment are coined as misbehavior. However, thoughts or feelings should not be defined as misbehavior.

Seidman (2005, p.41) classified behavior into one of five different types: aggression, immorality, defiance of authority, class disruptions, and behaving mischievously. These behavior occur either inadvertently (coughing or sneezing for example) or intentional (talking, yawning loudly etc. However, Lukes & Tara (2011) identified two types of common misbehavior among children: aggressive and passive.

Many researchers have identified various contributing factors towards different behavior pattern of children. According to (Dreikurs, 2004), there are four reasons why children misbehave: (a) to get attention, (b) power, (c) revenge, or (d) to make their parents feel inadequate. Attention seeking children are verbose and expose more. They are confident to ask questions and often show off to gain others attention. Power seeking children feel that they are liberal to do any thing they want to do and no one can dictate them for any thing which they don't want to. They prefer lying, and are short-tempered. Revenge seeking children continually feel a deep sense of despair and worthlessness while inadequate children are those who receive constant criticism from parents and peers. They think that they are worthless.

UMES (1999) identified 7 reasons for the causes of misbehavior among children which include lack of attention; imitating others; curious to know; want independent life; feeling threatened or afraid; feeling bad about themselves and when they are tired, hungry or sick.

### **Design of the Study**

The specific phenomena that was focused in this study was 'causes of misbehavior' among South-East Asian children. Following were the central research questions for the study

1. What are the causes of misbehavior among your children?
2. Suggest the way to control behavior problems in children

For the purpose of this study, the following operational meanings are defined:

**Mis-behavior**- any behaviour which is socially unacceptable and inappropriate to parent

**Children**- It is presumed for this study that any one between the ages of 3-12 is termed as children

**South East Asian**- It includes the following countries: Malaysia, Pakistan, India, Singapore and United Arab Emirates

### **Methodology**

To research is "to search again or in a new way" (Becker, 1992, p. 31). The phenomenological research approach was selected as the methodology for this study. Although the origins of phenomenology can be traced back to Kant and Hegel, Vandenberg (1997, p. 11) regards Husserl as "the fountainhead of phenomenology in the twentieth century".

According to Creswell (2006), "the basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence" (p. 58)

The phenomenological approach helps to understand the phenomena from the perspective of experienced people. Bruyn (1966: p. 90) stated [that] "phenomenology serves as a rationale behind efforts to understand individuals by entering into their field of perception in order to see life as these individual see it"

Some of the better known phenomenological researchers and teachers of research methods are Giorgi et al. (1971), Colaizzi (1978) and van Manen (1984, 1990). In this study, Colaizzi (1978) method of phenomenology is adopted. Seven steps prescribed by Colaizzi's for phenomenological research are:

**Table 1: Phenomenological Analysis Mapped Against the Coding and Analysis**

<b>Colaizzi's Seven Steps of Phenomenological Analysis</b>	<b>Coding Steps, Grouping and Analysis</b>
1. The researcher reviews the collected data and become familiar with it. Through this process they <u>gain a feeling for the subject's inherent meanings.</u>	Personal Log Coding (Interview) Inherent Meaning Coding (Interview)
2. The researcher returns to the data and focus on those aspects that are seen as most important to the phenomena being studied. From the data they <u>extract significant statements.</u>	Identification of Important Statements Coding (Interview)
3. The researcher takes each significant statement and <u>formulates meaning</u> in the context of the subject's own terms.	Analytical Log Coding (Interview)
4. The meanings from a number of interviews are grouped or organised in a <b>cluster of themes</b> . This step reveals common patterns or trends in the data.	Scheme Grouping (Interview) Theme Identification (Entire Dataset)
5. A detailed, analytic description is compiled of the subject's feelings and ideas on each theme. This is called an <b>exhaustive description</b> .	Analytical Log Grouping (Interview) Final Categorisation (Entire Dataset)
6. The researcher identifies the <b>fundamental structure</b>	Key Feature Grouping (Interview)
7. The findings are taken back to the subjects who check to see if the researcher has omitted anything. This is called a <b>member check</b> .	Post Interview Follow-up meeting

### Population and Sampling

The population for the study consisted of all the married men and women of South-East Asia. The purposive sampling method was employed for this study. According to Welman & Kruger (1999), this method is one of the most important kind of non- probability sampling to identify the respondents. The sample comprised of 70 married men/women having children from the selected South East Asian Countries which included United Arab Emirates, Pakistan, India, Malaysia and Singapore. The distribution of the number of respondents on the basis of gender and country are given below:

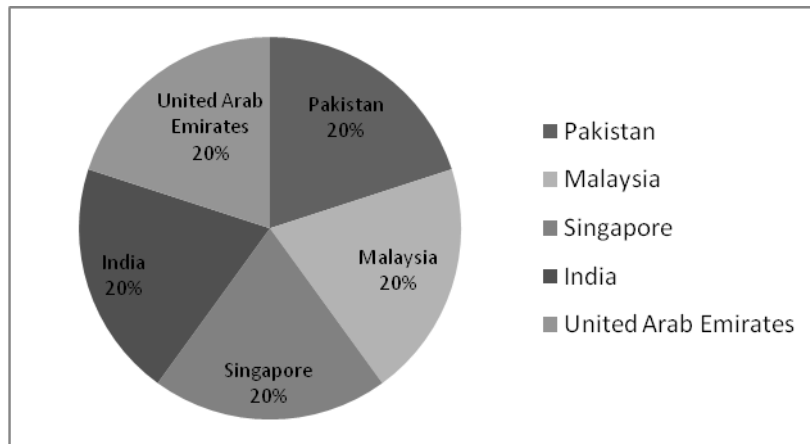
**Table 2: Distribution of the respondents**

<b>Gender</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Male	36	51.42
Female	34	48.57
Total	70	99.99

**Table 3: Distribution of the Respondents on the basis of country**

<b>Country</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Pakistan	14	20%
India	14	20%
Malaysia	14	20%
United Arab Emirates	14	20%
Singapore	14	20%

**Figure 1 : Distribution of Respondents on the basis of geographical participation**



Structured phenomenological interviews were conducted to collect data, which involved 36 married male and 34 married female respondents. The multi disciplinary respondents from different parts of South East Asia were invited for this study. Written consent was obtained from each participant. My questions were “directed to the participant’s experiences, feelings, beliefs and convictions about the theme in question” (Welman & Kruger, 1999, p. 196). Interviews were held through face- to face and video conferencing. The following questions were asked:

1. What in your opinion are the main causes of misbehavior among children?
2. How can we overcome these issues? Give example, if any

To create a relaxed atmosphere, the aim of this study was explained to each participant. Each interview lasted for 10-15 minutes. The interviews were transcribed from the audio/video tape and the significant statements extracted from these transcriptions became the raw data for the analysis. These transcriptions were subjected to phenomenological analysis using the methodology as developed by Colaizzi (1978).

**Findings**

After extracting the significant statements from all transcriptions, the data was organized into clusters of themes. Five main themes while various sub-themes emerged from the interviews. Each theme is presented followed by quotes extracted from the interviews.

The following main themes and sub-themes were extracted from the interviews:

**Table 4: Theme 1 and List of Sub-Themes**

Theme 1	Family and Social Environment
Sub- Themes	Lack of inculcation of ethical values
	Harsh behavior of parents
	Use of abusive language
	Strict rules and regulations
	Friend circle
	Nagging in front of others
	Imbalance development
	Undue pampering

**Table 5: Theme 2 and List of Sub-Themes**

Theme 2	Lack of Attention
	Ignorance of parents
	Communication gap due to lack of time
	Lack of understanding, love and care
	Lack of Counseling

**Table 6 : Theme 3 and List of Sub-Themes**

<b>Theme 3</b>	<b>Media</b>
<b>Sub- Theme</b>	Change in lifestyle
	Western culture and Modernism

**Table 7: Theme 4 and List of Sub-Themes**

<b>Theme 4</b>	<b>De-motivation</b>
<b>Sub- Theme</b>	Discouragement
	Avoid children's opinion
	High expectations

**Table 8 : Theme 5 and List of Sub-Themes**

<b>Theme 5</b>	<b>Favoritism</b>
<b>Sub- Theme</b>	Impartiality
	Discrimination

### Analysis

From the interviews, five themes were derived. Many unique key factors were identified from the rich perspectives of married men and women of the South East Asia.

Fifty two respondents believed that the major causes which lead children towards mis behavior is ***family and social environment***.

Under the first category, the following sub-themes emerged from the interviews: harsh behavior of parents towards children; nagging in front of others; lack of inculcation of ethical values; use of abusive language; strict rules and regulations; imbalance development and friend circle.

The first place where a child interacts is family and the surroundings. If proper environment is not provided to the child, children may not behave in an appropriate manner.

According to (Guez & Allen, 2000: p.15) ‘environment has a significant influence on the development of the individual and on his/her subsequent behavior and attitudes.’ It is important to provide good environment to children from normal development. Unhealthy environment will adversely affect development and behavior.

Behavior is related to a child's developmental stage and environment. According to Common Wealth of Australia (2009), combination of factors, including individual characteristics, social and environmental influences, may contribute to children developing serious behavior problems. In most cases, occurrences of troublesome behavior are mild or infrequent and resolve over time. But if the conducive environment is not provided to the children, then the behavior problem may escalate and difficult to control.

NIMH (2000) research points to the importance of a nurturing social environment in childhood, good early education and success in academic areas. Research findings indicated that there are multiple factors which shape antisocial behavior. Some factors relate to characteristics within the child, but many others relate to factors within the social environment.

One of the respondents replied

**“Basically children are not stubborn by birth; they learn to misbehave from environment and strict policies urge them to misbehave. (Aslam<sup>3</sup>, Pakistan)**

Nagging children in front of others is considered as an insult by children. It not only de- motivates children but also diminishes confidence level, which in result develop permanent disability in adapting social environment.

<sup>3</sup> The name is a Pseudonym. This method has been employed throughout this study to maintain confidentiality of the participants.

(Bernstein, 2006: p.12) suggested ‘nagging can cause children to stop listening or to become more defensive or resentful.’

The consequences of nagging was shared by one of the respondents

**“Whenever we go to supermarket, my son mostly demands for expensive items. I often nag him in front of others to control his behavior but it makes him angrier; as a result, he sometimes throws tantrums.”** (Sherry, Malaysia)

Another respondent identified nagging as the main factor of developing aggressive behavior in children

**“There are various reasons that lead to the peculiar behavior of kids at an early age. The major reason is abusive and nagging parents. I often start nagging my children in front of close relatives like grand parent because I feel it as the best way of controlling children behavior. This has led my child towards more aggressive behavior than he had earlier and he has also started treating us in the same pattern during social gathering.”** (Krishna, India)

Children are very emotional and they need their space. They have sentiments and they struggle to build their own rapport in society. But when elders treat them with negative comments, violent attitude in children start growing. Therefore parents must try to value their children and discuss the issues with them at home, keeping the environment conducive.

Friend circle is another dimension, which has a lot of impact on child’s personality. Children have friends of different age. They feel more comfortable in sharing their spare time with friends than with family members.

As a child grows physically and mentally and enters school, a new social environment is experienced by them to nurture. Gradually, they feel attachment with their class-mates and people in the surroundings and start sharing their emotions and happy moments with them. During this phase, they are victimized to social attachments and start imitating his/her friend and repeat the same sets of behavior at home and society (both positive and negative), which are used by their friends. Two of the respondents said

**“Friend circle lead to violence among children. Solving this issue is very tough as these days, children are smart. Advise and teach them rather stopping them from any thing.”** (Ray, Malaysia)

**“In some manners we can say that the company and society teaches him or her to have the same path like they have. Company does matter!”** (Joseph, United Arab Emirates)

Two theoretical models (Martin & Febes, 2009) have been debated- both trying to account for friends’ apparent detrimental influences. The first model proposes that undesirable peers cause later problem behavior whereas the second model proposes that undesirable friends or having no friends at all are by-products of earlier behavior problems.

One of the parents shared his experience

**“I have a kid and he tries to get everything whenever we go out for shopping because his friends are having those things so he also wants to have those. The biggest thing which causes so many errors is to leave our children with spoilt friends.”** (Arbab Khan, United Arab Emirates)

Another parent considered over pampering and friend circle as the main cause of misbehavior problems among children.

**“My younger child spends lavishly. I blame myself because he was pampered. But now his friends’ are brain-washing him to demand us for money. He usually calls names and also fights with us to get money. He is so involved in friendship that he last month, he theft money from my elder son’s drawer. He failed in examinations and giving full time playing cricket. He de-values our opinions because his friends are every thing for him.”** (Daisy, Singapore).

One of the closest structures to the child is indeed the family home and is therefore a dominant part of a child’s immediate environment. (DeHart, et al, 2004)

Children prefer to interact with parent and most usually, with siblings. Bandura's social learning theory (Bandura, 1977) finds that children model behavior which they observe from people around them. The reaction of the family at home has direct effect on behavioral traits of children (Woolfolk, 2008) It's a fact that most of the children do not like to follow strict rules and regulations but the parents in most of the Asian countries want their children to be well-groomed for which they impose strict rules and regulations on children without considering the fact that strict rules disrupt behavior rather grooming. Since the liberty and decision making power is taken away from the children by imposing rules, they behave aggressively to express their view. In this regard, two of the respondents shared

**“Children want to test whether caregivers enforce strict rules or not. If the strict rules are imposed, they try to compare such rules to others and later start developing negative feelings for parents. They experience different sets of expectations from teachers and parents; they want independent life and if we stop them, they misbehave. ... if children are ill, feeling bore, hungry, sleepy or upset they are unable to express these feelings in a dominating house and express their feelings with wrong pattern of behavior.”** (Aaron, Malaysia)

**“Too much strict rules and regulations or rigidity in parent's behavior spoils children.”** (Sania, Pakistan)

However, one of the respondents was in favor of strict rules and regulations

**“There is a fault in training giving by elders. More freedom and modern values prevailed in society leads to frustration and criminal activities. We must follow strict rules and code of conduct to develop personality of our children.”** (Salma, Pakistan)

Children behavior pattern can easily be observed by teachers. Excessive parental control can also lead to child disruptive behavior at school. Children either fight or argue with classmates and with children of younger age to take out their frustration. Controlling parents do not teach their child to function independently rather make child rebellion. Such parents often punish or abuse their children for thinking independently, which in turn, can cause children to show symptoms of rebellion, aggression, violence, or criminal behavior (Edwards, 2000).

According to the research study, Children from homes where domestic violence is occurring are also more likely to exhibit aggressive behavior (Forrestrom & Rosenbaum, 1985; Hughes, 1988; Jaffe et al., 1986; Mathias et al., 1995; Mertin & Mathias, 1991; Sternberg et al., 1993)

**“The major reasons are: vacuum between the parents; arguing and fighting parents in front of their children.”** (Pooja, India)

In most of the Asian countries, family fights and domestic violence are routinely observed among parents and grand parents. Children are crushed in between as their personality is completely erupted. One of the respondents shared that when he was young he experienced abusive languages used at home and violent fight between parents. This also compelled him to run-away from home.

**“One of the main reasons of mis-behavior problem among children is due to unhealthy family environment. I have provided best possible environment to my children but when I was a child, I ran away from home because the exchange of abusive language between my mother and father was routinely observed by me. I had no choice then to leave my home forever. Lately I returned but the scars are still embossed in my feelings.”** (Laxmi, India)

Another respondent considered parent as the main root cause of promoting mis-behavior among children

**“When the parents fail to give homely manners to their children; no guidance and time, children mis-behave. Parents don't know how to train themselves then how could we expect children to behave properly. In most of the cases, parent's fights due to their personal problems in front of their kids may also lead to misbehavior among children.”** (Jack, Singapore)

Several studies (WHO, 2002; James, 1994; David, 2001) also reveal that children who witness domestic violence are more likely to be affected by violence as adults – either as victims or perpetrators.

None of the respondent agreed that they follow domestic violence, but the attributes of hesitance were observed during interview among few of the participants, who considered family issues as the cause of misbehavior among children. Some studies suggest that 30% of boys exposed to interparental violence will grow up to be violent themselves (Jaffe et al, 1990, quoted in Margolin & Gordis, 2000). This is horrifying, however it still means that 70% will not grow up to be violent and will not go on to 'reproduce the cycle of violence'.<sup>4</sup> Both boys and girls who witness domestic violence quickly learn that violence is an appropriate way of resolving conflict in human relationships (Jaffe et al. 1990).

One of the respondents replied

**"I reckon kids require attention, being involved. It's got to do with the family traditions, like if there is a fight between parents, kid would surely pick that up. We continue to misbehave with others in family and expect positive response from children which is impossible."** (*Akaash, India*)

Exposure to violence in the family and the community produces stress for children and adolescents. Repeated exposure to violence increases the risk of aggression. These parenting problems in turn can contribute to a child's behavior problems. (Foster et al., 2009)

Lack of inculcation of ethical values is another reason for promoting misbehavior pattern in children. When children are not brought up with ethics and moral education, their behavior is drastic and violent at times.

According to (Lavay, et al., 1997) lack of education in promoting responsible behavior is another cause of increased disruptive behaviors.

**"The behavior pattern varies from child to child. Its children nature not to listen and our role is to tame them. If not ethically trained, they don't listen to adults."** (*Ali, Malaysia*)

One of the parents shared the following rich experience

**"My child shouts at me and always asks me to provide him with money. When I started providing him money, he played several tricks to grab more money. When I threat him to inform about his mis-conduct to his father, he often reply me 'when your husband doesn't listen to you, how you could expect him to listen about me.'" (Areeba, United Arab Emirates)**

Adults who are committed to nurturing and guiding young children create healthy atmosphere which fosters trust and comfort. Communication skills of elders are crucial to mould the behavior of children. Parents are encouraged to use positive reinforcement and provide the caring environment to their children for grooming their personality ethically and morally. At the same time, ethical values must be practiced at home, school and community in order to develop a well- disciplined child. (BC, 2003)

The next theme identified was *lack of attention*. Under this theme, following sub-themes were surfaced: communication gap due to lack of time, ignorance of parents, lack of understanding, love and care and lack of counseling.

Forty two respondents believed that children are attention- seekers and that, if proper time and attention is not provided to children, they may react inappropriately.

Love, care and affection are the needs of children, but it is observed in the Asian countries that the parents are not concerned about the feelings and emotions of their children, rather they prefer children to be submissive. Since parents are busy in their routine jobs, elements of love are often over shadowed.

**"The causes of misbehavior among children are very common: feeling of loneliness (isolation) is one of the key factors because sometimes parents cannot pay attention to their children."** (*Kashan, United Arab Emirates*)

Sometimes children misbehave because they are being ignored. They often misbehave in an effort to gain power and to control their lives and the lives of those around them.

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<sup>4</sup> Presentation delivered at the Department of Community Services' Fourth Domestic Violence Forum held at the NSW Parenting Centre, Old Bidura House Ballroom, Glebe, on 24 September 2002.



A lack of control or ability to achieve a goal often results in frustration and leads them to misbehave. (Hirschi & Wilkinson, 2010)

Many children are not motivated to misbehave but the certain elements trigger them to behave disruptively. If the proper attention is not provided to the children at home, display of children behavior would be visible. Some children are ignored by their parents because they are well-behaved as it is also believed that parent give more attention to child with behavior problem (Barkley, 1997; Barkley, Edwards & Robin, 1999). In such situations, children are positively reinforced for their misbehavior and are encouraged to repeat the same pattern of behavior.

Children are emotional as well as sensitive. When parents, or other significant adults in the child's life, ignore the child's feelings and thoughts, the child start thinking that he or she is unworthy or of little value. Without bond of trust and love, children have little or no reason to behave in acceptable ways. Parental love needs to be shown and demonstrated practically. (Barber, 2001)

**...they also misbehave to seek attention as they copy actions of their parents. (Lee, Malaysia)**

**“When the parents fail to give proper attention and homely manners to their children; no guidance and time, children start misbehaving.” (Rice, Singapore)**

Children of busy parents are at high risk of feeling unloved. As a result, they may test parental love by seeking attention to confirm, whether their parents love them or not.

One of the respondents shared her rich experience in the following words

**“Stubborn children seek attention and if parents fail to provide attention, children misbehave. My daughter feels jealous whenever she finds me with others. Once I fetched water to a disable kid. She asked for the glass of water as well. I asked her to drink water at her own. She stood there for ten minutes and was closely observing me. When I came closer and inquired why she was standing, she pulled my hairs and argued why I fetched water to another kid. I believe, my daughter is attention seeker and I have to understand her feelings rather de-motivating her.” (Shamira, United Arab Emirates)**

Violence in family also lead to ignorance and such parents are unable to give attention to the attention seeking children. One of the respondents replied

**... it is because of imbalance emotional and psychological development due to various reasons such as spending rare time with parents... (Alia, Pakistan)**

According to Oklahoma State University (1914), some children feel their parents do not like them or do not talk or spend time with them. Such children try to seek attention for which they even get in trouble to be noticed by a parent.

Communication gap also create difference in thinking pattern of children and their parent. Lack of communication create imbalance between work and family. Children always want to share their feelings and their day to day activities with parents, but when they are neglected, it is impossible for parents to know what their children are thinking about. When parents are unable to give spacious time to their children, communication gap emerge, which develop negative perception about parents.

Communication gap also create difference in thinking pattern of children and their parent. (Ryan, Olivia & Ryan, 2010) believe that children imitate us. If we can un-busy ourselves to truly listen attentively enough to our children, we can control their behavior problems.

These days, children use internet, mobile phones and electronic media to entertain themselves during leisure time. Thirty respondents identified *media* as one of the major causes of changing behavior pattern among children. Under this theme, following sub-themes were highlighted: western culture, modernism, change in lifestyle and attitudes. The development of globalization and boom of media industry has attracted youngsters to adapt media culture. The world is changing fast and media is playing very important role in molding children behavior. At one side, media helps to keep us up-to-date and disseminate knowledge but at the same time, it is so powerful that it can mould our thinking in an inappropriate way.

Children learn by observing, imitating, and making behaviors their own. Aggressive attitudes are learned by watching violent shows on television and internet.

Media has changed the lifestyle of children. They are more demanding and want to imitate the glamorized world, as shown on media. One of the respondents said

**“Excess exposure to action videos and Bollywood films has changed the behavior pattern of my child. He used to fight with kids and also use abusive language at home. Once he was a submissive child but now, he demands things. If his demands are unfulfilled, he threatens us that he would run away from home.”** (Syed Muhammad, India)

According to the (AAP, 2001) extensive research evidence indicates that media violence can contribute to aggressive behavior, desensitization to violence, nightmares, and fear of being harmed. ...Since they cannot discriminate between fantasy and reality, they adopt the circumstances, attitudes, and behaviors portrayed by entertainment media.

Two of the respondents supplemented their personal experiences

**“Print and electronic media, films, internet and mobile phones are the main causes of behavior among children. My children love to see wrestling. They fight with the other kids. Moreover, my daughter loves to use internet and has learnt some abusive languages, which she used in school and was informed to us by Principal. The more problematic situation arose when my daughter demanded for the same dress, as shown on a TV show. When we refused her demand, she didn't take food for the whole day. Unfortunately, we were bounded to fulfill her demand.”** (Neha, United Arab Emirates)

**“Violence from media, culture of internet and many other means of communication lead to misbehavior. My children are very demanding and they follow western culture because of media. They try to imitate and prefer to be a couch potato.”** (Farheen, Pakistan)

Recent research (Tompkins, 2003) has shown that children who view media violence are more likely to have increased feelings of hostility and decreased emotional response. One of the respondents said

**“Mainly it's the media culture they are brought up in; media is playing a tricky game in spoiling children. My children do not follow strict rules because of influence of media to reply back to parents. They learnt such behavior from soaps and movies.”** (Shelton, United Arab Emirates)

In a massive meta-analysis of research into the connection between violent media and aggressive behavior in children, social psychologist Craig Anderson and colleagues found clear and consistent evidence that even short-term exposure to violent media significantly increases the likelihood that children will engage in both physical and verbal aggression as well as aggressive thoughts and emotions (Anderson et al., 2003).

To control the behavior issues of children, parents must try to suggest children to watch positive content. Parents should accompany their children to watch informative and educational programs. Moreover, the usage of internet must be tracked by parents.

The next category identified during interview is *de-motivation*. The sub-categories are discouragement; restriction in taking own decision; high expectations; avoid children's opinion. Twenty two respondents are in favor that when the behavior problem in children occurs due to de-motivation. Many children are commanded by their authoritarian parents, resulting in narrowing the limitation of broader thinking. Parents expect their children to acquire highest marks in examination, which also cause frustration and fear in children. Children are often treated as puppet and their opinions are de-valued.

Children of authoritarian parents are often anxious about social comparison, fail to initiate activity, and have poor communication skills. Children whose parents are neglectful are socially incompetent. They show poor self-control and do not handle independence well.

Many Asian parents force their children to get good grades in examinations. Moreover, parents expect their children to get highest degree and employment. If a child is not intelligent, parents still expect them to get good grades. This leads to frustration among children.

One of the respondents said

**“During my childhood and adolescent my parent never valued my opinion ...today one of my children has opted for fashion designing. I appreciated her opinion. She is a talented child and she obeys me. She is mature enough to take her own decisions, which every parent should understand.” (Shamita, India)**

According to Common Wealth of Australia (2009), over time children develop particular patterns of thinking and behavior that further shape the ways they interact with others and how others respond to them. Children who don't receive praise for positive things may misbehave in order to get the attention they need from their parents. (Barber, 2001)

Children who don't receive praise for the good and positive things they do may become discouraged. They may misbehave in order to get the attention and closeness they need from their parents. (Barber, 2001)

One of the respondents said

**“I talk to my kids politely and try to cooperate with them. Sometimes I become harsh, which lead them to misbehave.” (Julie, Malaysia)**

Parents should avoid discouraging their children. They must encourage and stand with their children's decision. Motivating and appreciating children would surely built confidence, which is important to be a successful person in life.

The last category identified is *Favoritism*. The sub- category included impartiality; discouragement; discrimination.

Sixteen respondents agreed that it is due to favoritism among the children that children start thinking negative about parents and often misbehave to seek attention. Differences in child rearing seem to be responses to the differences among infants (Anderson, Lyttonm and Romney, 1986; Barklet and Cuningham, 1979; Maccoby and Jacklin,1982). Many parents, unfortunately, do just the opposite and feed sibling rivalry.

According to Barber (2000), parental favoritism can be a major cause of conflict and leads to social problems.

One of the parents said

**“When mother starts discrimination among their children, children behave with negative attitude. Parents are pleased by the cute kids while the ugly ducklings are neglected. This neglected attitude leads them to misbehave.” (Kanwal, Pakistan)**

Caspi (2011) believes that favoritism has multiple perspectives. Many children consider their siblings as rival and feels that their parents are giving more importance to one child over other. Parents often label (good or bad) children and give more privileges, are less strict, and generally express more warmth towards good children.

One of the respondents highlighted the issue of favoritism in the following words

**“...My children pick things very quick, whether it's good or bad. I never favor one child over other, but my elder son thinks just the opposite. He thinks that I am his biggest enemy and that I underestimate him and favors my youngest child.” (Jawwad, United Arab Emirates)**

According to (Suitor et al., 2008) being the disfavored child in the family is associated with decreased well-being, whereas being the favored child is associated with increased well-being under some circumstances.

Two of the respondents shared

**“My children misbehave because they are curious to inquire. My children want to experience what they are inquiring about rather being stopped by us and when a younger sibling is being loved by us, the older child misbehaves to get attention.” (Malik, Pakistan)**

**“My children are hyper and I am dealing with this issue since 4 years. Behavior problem is natural by default that every person does at every age level, but the intensity varies in my kid because I give more time to my younger kid than to elder.” (Rayan, Singapore)**

In order to stop favoritism parents need to demonstrate equality among all children. Parents need to practice the highest moral standard among them and admit their faults and mistakes to each other and to their children without hesitation and present a strong will to correct their behaviors immediately. (Liau, 2009: p.142).

### **Conclusion**

In South East Asia, children can only grow confidently if they are secure, function independently and confidently. A frightened child cannot achieve social satisfaction unless proper environment is provided to them. Positive reinforcement, proper love, time and healthy environment are the basic emotional needs of children. These techniques would surely modify violent behavior.

### **Recommendations**

Few of the recommendations, provided by the parents to control behavior problem of children are

1. Instead of showing them western culture, we must try to shift their focus on educational activities.
2. I suggest that let kids participate in making decisions; don't ignore your child's behavior; talk calmly and keep your anger under control.
3. Love is the most powerful tool to control child's behavior problems.
4. Be a role model. We must keep family fights away from children. Their choices and demands should be respected.
5. We must keep an eagle eye on the activities of our children.
6. Proper guidance should be provided besides explaining things from time to time.
7. We must consider our children as our friend. We should provide them ethical training.

Our personal examples may also help to mould their behavior.

8. At times we expect a lot from our children, which should be avoided. Rather lecturing them, we must spare some them time to understand their mood and feelings.
9. We must provide them proper counseling and teach them ethics during early years of childhood.
10. We must never give them negative remark, rather appreciate their work.
11. Avoid being judgmental and never make them feel about anything.
12. We must try to reduce the communication gap in order to control children behavior.
13. Never de-motivate them directly as it is a negative step which may lead them to negative side of life.
14. We should avoid being dictator and should have positive attitude towards our children.
15. Good homely environment plays crucial role in improving children behavior as well.

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