

## Abstract

The study was carried out with two scales especially constructed and validated on indigenous samples; namely School Children's Problem Scale (SCPS) and a Self-Esteem Scale for children (SESC). The main study sample comprising 1571 school children (Boys 49% and Girls 51%) between ages 13-17 years were administered SCPS and SESC along with a demographic questionnaire. Factor analysis of SCPS revealed six factors (Anxiousness, Academic Problems, Aggression, Social Withdrawal, Feeling of Rejection and Psychosomatic Problems), and SESC, three positive factors (Academic Self Esteem, Self confidence, Social Confidence) and a negative factors of (Low Self Esteem). Going by the intensity of total scores on the SCPS 31% fell in the "severe" category (1SD above the mean) of these 16% fell in the "very severe" category (2SD above the mean). By the frequency count, 21% of the sample scored above the 90<sup>th</sup> percentile.

Five of the six subscales of SCPS were found to belong to the Internalizing category. The most frequently reported problem was Anxiousness, followed by Rejection which was a significant predictor of poor school performance and low self esteem. Results also showed that in line with the existing literature Emotional Behavioural Problems (EBP) were a strong predictor of poor school performance and low self esteem. Results are discussed in terms of global and local manifestation of EBP in school children in a traditional and collectivistic culture and their relationship with gender and socio demographic factors was explored. Clinical use of the scales and profile analysis is also illustrated.