Good teaching is more a giving of the right questions than a giving of the right answers.

-- J. Albers
CHAPTER - 3

PLAN AND PROCEDURE OF THE STUDY

3.0 Introduction
3.1 Statement of the Problem
3.2 Title of the Study
3.3 Operational Definitions of the Key Words
3.4 Objectives of the Study
3.5 Hypotheses of the Study
3.6 Method of Investigation
3.7 Sample and Sampling
3.8 Tool of the Research
3.9 Description of the Tool
3.10 Scoring Procedure
3.11 Try out
3.12 Reliability & Validity
3.13 Administration of the Tool & Collection of data
3.14 Variables of the Study
3.15 Techniques of Data Analysis
3.16 Conclusion
Chapter 3

PLAN AND PROCEDURE OF THE STUDY

"Research is a search for facts – answers to questions and solutions to problems. It is a purposive investigation”.

-- Emory, C. William

3.0 Introduction

In the preceding chapter the researcher narrated the kinds of research conducted in this area of behavioural problems and adjustment and methods adopted. Here in this chapter the researcher would describe the plan and procedure of the investigation. This section explains the design of the study in detail. The size and selection of the sample, the variables and controls employed the sources of data, the tools and methods of gathering data, the reliability of instruments selected are carefully described. This chapter gives an accurate and detailed description of how this work was done.

3.1 Statement of the Problem

The children in the primary school are to learn good habits and good attitudes towards studies, classmates and elders. They are quite sociable and ready to develop social skills. But some students may go wrong in their behaviour and adjustment due to the influence of some personal, home and social factors.
Keeping in mind all the varied behavioral problems and adjustment of children, the researcher wanted to find answers for following questions through the present study.

**Research Questions**

1. What are the behavioral problems that appear in primary school children?
2. To what extent are the behavioral problems existing in primary school children?
3. What is the influence of area on problems of primary school children?
4. Is there any difference between the behavioral problems of primary school children with respect to gender?
5. How is the economic background influencing the behavioural problems of primary school children?
6. How is the parent’s educational background influencing the behavioural problems of primary school children?
7. Is there any association between the levels of behavioral problems of primary school children and the levels of their academic achievement?
8. What are the adjustments that occur in primary school children?
9. To what extent are the adjustments existing in primary school children?
10. What is the influence of residence on the adjustment of primary school children?
11. Is there any difference between the adjustment of primary school children with respect to gender?
12. How is the economic background influencing the adjustment of primary school children?

13. How is the parent's educational background influencing the adjustment of primary school children?

14. What is the association between the levels of adjustment of primary school children and their levels of academic achievement?

15. Is there any association between the behavioral problems and adjustment of primary school children?

In order to answer the above questions the research problem has been entitled as follows.

3.2 Title of the Study

"Behavioral problems and adjustment of Primary School Children".

3.3 Operational Definitions of the Key Words

Behaviour

'Treatment shown towards others.'

'Behaviour as an action which can be seen and measured in an objective way.'

'Behaviour is a 'State of adjustment, one in which the individual is perfectly happy and satisfied with all aspects of his life and one in which he has reached the level in all his contacts with his environment.'

'Behaviour is defined as motor and glandular, which an organism makes to any situation with which it is faced.'
Behavior of the pupils in their cognitive, physical, social, emotional
and moral aspects in the classroom.

**Behavioral Problems**

Children whose classroom behavior is persistently aggressive and
disruptive are serious problems for their teachers, parents, peers and themselves.

Behavioral problems of primary school children are broadly categorized
as different areas such as:

(i) Physical - unseemliness, carelessness in work.....
(ii) Cognitive - Absent mindedness, postponement, attention getting........
(iii) Emotional - Aggressiveness, pride, fear........
(iv) Social - Dependence, irresponsibility, worry........
(v) Moral - Stealing, disobedience, dishonesty......

**Adjustment**

'Adjustment is a continual process by which a person varies his behavior
to produce a more harmonious relationship between himself and his
environment.'

'Adjustment is the process by which living organism maintains a balance
between his needs and the circumstances that influence the satisfaction of
these needs.'

'Adjustment is the outcome of the individual's attempts to deal with
stress and meet his needs; also' his efforts to maintain harmonious relationships
with the environment.'
Adjustment of primary school children is broadly categorized as different areas such as:

(i) Physical - clean and neat, skilful in games..........

(ii) Cognitive - Performance in school subjects, clear doubts in classroom......

(iii) Emotional - Afraid of teachers, threat of exams........

(iv) Social - Loyal to group, follow the rules in the class,

(v) Moral - Tell lies, discipline, respect the teachers.....

Primary School Children

The children belonging to the first four or five years of schooling. In most states it includes classes I-V covering children in the age group of 5-10 years.

3.4 Objectives of the Study

i) To find out the behavioral problems of Primary school children and to classify them.

ii) To find out the behavioral problems of primary school children in the following areas: a) Cognitive; b) Physical; c) Emotional; d) Social;
    e) Moral.

iii) To find out the influence of the following variables on behavioral problems of Primary school children.
    a) Area of residence (Rural/Urban)
    b) Gender (Male/Female)
c) Economic background (Rich/Middle class/Poor)

d) Parent's educational background (Illiterate/School education/College education)

iv) To find out the association between the behavioural problems and academic achievement of Primary school children.

v) To find out the adjustment of Primary school children and to classify them.

vi) To find out the adjustment of primary school children in the following areas: a) Cognitive b) Physical c) Emotional d) Social e) Moral

vii) To find out the influence of the following variables on adjustment of Primary school children.

   a) Area of residence (Rural/Urban)
   b) Gender (Male/Female)
   c) Economic background (Rich/Middle class/Poor)
   d) Parent's education background (Illiterate/School education/College education)

viii) To find out the association between the adjustment and academic achievement of Primary school children.

ix) To find out the association between behavioural problems and adjustment of primary school children.

3.5 Hypotheses of the Study

1. There would be a significant difference between the behavioural problems of rural and urban area primary school children.

2. There would be a significant difference between the behavioural problems of boys and girls of primary school.
3. There would be a significant influence of the economic background on the behavioural problems of primary school children.

4. There would be a significant influence of parent's educational background on the behavioural problems.

5. There would be a significant association between the behavioural problems and the academic achievement of Primary school children.

6. There would be a significant difference between the adjustment of rural and urban area primary school children.

7. There would be a significant difference between the adjustment of boys and girls of primary school.

8. There would be a significant influence of the economic background on the adjustment of primary school children.

9. There would be a significant influence of parent's educational background on the adjustment of primary school children.

10. There would be a significant association between the adjustment and the academic achievement of Primary school children.

11. There would be a significant association between the behavioural problems and adjustment of primary school children.

3.6 Method of Investigation

To carry out the investigation it was found necessary to review the various methods that are in vogue in the field of educational research, so as to find out the fittest vehicle to reach the desired goal.
The present investigation on behavioral problems and adjustment of primary school children would fall under the descriptive survey method.

According to C.A. Moser "Surveys have their usefulness both leading to the formulation of hypothesis and at a more advanced stage in putting them to the test".

George I. Mouly has said, "No category of educational research is more widely used than the type known variously as the survey, the normative survey, status and descriptive research. This broad classification comprises a variety of specific techniques and procedures, all similar from the stand point of purpose, i.e., to establish the status of the phenomenon under investigation".

Worthwhile in the present study survey studies collect three types of information to analyze important aspects of present situation, to clarify goals and objectives and to discover the possible means of achieving the goals on the basis of the experiences of primary school teachers or the opinions of experts.

### 3.7 Sample and Sampling

The purposive sampling is found to be suitable as the behavioural problems and adjustment of the students have to be identified by the teachers who observe the students behaviour and their adjustment in class room.

The purposive sampling means deliberate selection of sample units that conform to some pre determined criteria. This is also known as judgement.
sampling. This involves selection of cases which we judge as the most appropriate ones for the given study of the researcher or some experts.

The sample consists of 600 Primary school children from Guntur, Prakasam and Krishna Districts. The sample includes both boys and girls from urban and rural schools that are selected to study the behavioral problems and adjustment of Primary school children. This sample of the students was selected on the basis of constant observations of respective class teachers. Totally 190 teachers were interviewed for this investigation.

The researcher went round the schools in three districts, interviewed teachers with prior permission of the heads to identify the children with behavioral problems and adjustment problems. The teachers identify the children with behavioural and adjustment problems who are nearly 2 to 3 from each school. The identified problem children gender wise and residential wise in three districts and data was tabulated as under:

Table 3.1: Details of the Sample

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the District</th>
<th>No. of Schools</th>
<th>Urban Boys</th>
<th>Girls</th>
<th>Rural Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guntur</td>
<td>51</td>
<td>75</td>
<td>60</td>
<td>73</td>
<td>92</td>
<td>300</td>
</tr>
<tr>
<td>2</td>
<td>Prakasam</td>
<td>26</td>
<td>42</td>
<td>39</td>
<td>52</td>
<td>17</td>
<td>150</td>
</tr>
<tr>
<td>3</td>
<td>Krishna</td>
<td>32</td>
<td>33</td>
<td>51</td>
<td>25</td>
<td>41</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>109</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>600</td>
</tr>
</tbody>
</table>
### Table 3.2: Plan of the Sample

#### Total Sample (600)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Area of the School</th>
<th>Economic Background</th>
<th>Parent's Educational Background</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban (150)</td>
<td>Rural (150)</td>
<td>Poor (20), Middle (90), Rich (40)</td>
</tr>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td>No Education (44), School Edn. (122), College Edn. (143)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Boys (300)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>150, 150, 70, 170, 60, 44, 122, 143</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td>2. Girls (300)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>150, 150, 60, 194, 46, 51, 134, 106</td>
</tr>
</tbody>
</table>

#### 3.8 Tool of the Research

A research tool plays a major role in research as it is the sole factor in determining the sound data and in arriving at perfect conclusions about the problem or study in hand which ultimately helps in providing suitable remedial measures to the problem concerned.

There are a number of tools likely to be adopted in any research for the purpose of collecting data like questionnaire, rating scales, check lists, observation and interview schedules. The investigator decided to conduct the interview with teachers as it is found to be more suitable and helpful to locate the problematic students, and a set of questionnaires had been prepared to collect information about the children, from the teacher.
3.9 Description of the Tool

To study the behavioral problems and adjustment of primary school children, a set of questionnaires were prepared by the researcher. One, to study the behavioral problems of children which is called “A Questionnaire on Behavioral Problems of Children (QBPC) and another to study the adjustment of children which is called “A Questionnaire on Adjustment of Children (QAC).”

The first questionnaire (QBPC) contains 60 questions consisting of five major areas on the behavioural problems of Primary school children. The second questionnaire (QAC) contains 41 questions on the adjustment of Primary school children and it also consists of the same five major areas.

The five major areas present in behavioral problems and adjustment are

A. Cognitive area
B. Physical area
C. Emotional area
D. Social area
E. Moral area

A. Cognitive Area

Cognitive means to know. Cognitive means how we develop thinking, the basic sequence our brains go through to acquire the skills we need to be able to think. Often these “thinking skills are the ones necessary for our social and academic success. Cognition is intertwined with ability to understand and use language, but it goes beyond language into spatial, mathematical, artistic, interpersonal and emotional understandings which can not be expressed easily, if at all, with words. In the questionnaire there are 9 items under this area.
B. Physical Area

The school age child gains weight rapidly and thus appears less thin than previously. Individual differences due to foot genetic and environmental factors are obvious at this time. In this questionnaire there are 6 items under this area.

C. Emotional Area

Children are considered immature by both age-mates and adults if they continue to show unacceptable patterns of emotional expressions such as temper, tantrums, anger, jealousy. In this questionnaire there are 33 items under this area.

D. Social Area

The child adjusts himself in the environment to an appreciable degree. The ability to stand on one's own feet and show good behavior to others, gaining maturity in attitudes, interests, habits and behavior indicates one's social behavior. In this questionnaire there are 6 items under this area.

E. Moral Area

Moral aspect, a complex process not fully understood, involves learning what ought to be and what ought not to be done. It is more than imprinting parent's rules and virtues or values upon children. The term moral means relating to right and wrong. The terms morality, moral behaviour, and moral development need to be distinguished, morality refers to be requirements necessary the way a person perceives those requirements and responds to
them. Moral development is the pattern of change in moral behaviour with ave. In this area there are 6 items under this area.

The following table clearly shows the different areas of the questionnaire, the question numbers and numbers of questions in each area.

**Table 3.3 : Details of the Items Under Different Areas of the QBPC**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Area</th>
<th>Question Numbers</th>
<th>Total number of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cognitive area</td>
<td>1 to 9</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Physical area</td>
<td>10 to 15</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Emotional area</td>
<td>16 to 48</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>Social area</td>
<td>49 to 54</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Moral area</td>
<td>55 to 60</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**Table 3.4 : Details of the Items Under Different Areas of QAC**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Area</th>
<th>Question Numbers</th>
<th>Total number of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical area</td>
<td>1 to 6</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Cognitive area</td>
<td>7 to 17</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Emotional area</td>
<td>18 to 26</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Social area</td>
<td>27 to 35</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Moral area</td>
<td>36 to 41</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>
3.10 Scoring Procedure

For Tool 1: “Questionnaire on Behavioral Problems of Children” (QBPC)

The following procedure was used to score the items of the questionnaire of behavioral problems.

Table 3.5 : Allotment of Marks against Response - Tool 1

<table>
<thead>
<tr>
<th>S. No</th>
<th>Response</th>
<th>Allotment of Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Always</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Frequently</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Some times</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Rarely</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Very rarely</td>
<td>1</td>
</tr>
</tbody>
</table>

For Tool 2: “Questionnaire on Behavioral Adjustment of Children” (QAC)

The following procedure was used to score the items of the questionnaire of adjustment.

Table 3.6 : Allotment of Marks against Response - Tool 2

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Response</th>
<th>Allotment of Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mostly</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Rarely</td>
<td>1</td>
</tr>
</tbody>
</table>
3.11 Try out

A try out was conducted with 100 primary school children in Guntur Schools. The investigator, in this pilot study administered a set of questionnaires to the students. Questionnaire on behavioural problems was the first tool and it contains 60 questions. In this questionnaire questions on behavioural problems of primary school children in five different areas i.e., physical, cognitive, emotional, social and moral were there. The second tool was a questionnaire on adjustment of primary school children. This tool contains 41 questions on five different areas namely physical, cognitive, emotional, social and moral.

Basing on the pilot study necessary modifications were made to the tools. With a gap of three months both the tools were again administered to the whole sample.

3.12 Reliability and Validity

The reliability was found for the tools by using test-retest method. The reliability co-efficient of the questionnaire on behavioural problems was found to be 0.823 which is high. Therefore this tool is highly reliable.

The suitability co-efficient of the second tool i.e. questionnaire on adjustment was found to be 0.891 which is high. Therefore this tool is also reliable.
The investigator constructed a set of questionnaires by referring a number of books on child psychology, developmental psychology and human development etc. Hence, the tools have content validity. A set of questionnaires were constructed by the investigator by taking the valuable suggestions and advises of experts in the field and experienced teachers and also child psychologists.

Therefore, the tools are having construct validity also. As the tools are highly reliable, they are also valid.

3.13 Administration of the Tool and Collection of Data

The researcher conducted an interview with the teachers with the prior permission of the heads of the institutions and also with the co-operation of the Primary school Teachers of the Guntur, Prakasam and Krishna Districts. The investigator met the primary school teachers and enlightened them about the study and with their help only the problematic children were identified. Afterwards those teachers were given a set of questionnaires and they have answered the questions on behalf of the problematic children.

The researcher administered a set of questionnaires in Municipalities, Mandals and villages of Guntur, Prakasam, Krishna Districts. The researcher took randomly 600 primary school students from 57 primary schools in urban and 52 primary schools in rural area. The researcher took 150 rural girls, 150 urban girls, 150 rural boys and 150 urban boys of Guntur, Prakasam and Krishna Districts for the present study.
3.14 Variables of the Study

Gender: (Boys/Girls)

Generally boys get more exposure to out of home environment because of our social traditions and customs. Mostly parents involve the male children in doing the external works like going to bazaar, making purchases, making some repairs etc. So, the researcher thought that there is more scope for the behavioral problem and adjustment in boys than in girls.

Area: (Urban/Rural)

Generally urban area is having more facilities for child’s development, whereas rural has not. So, researcher felt that rural children may face more behavioral problems and adjustment than urban children.

Parent’s Educational Background

The children of educated parents are influenced by both heredity and environment. The educational background of parents influences much in the academic achievement and hence in the behavioral problems and adjustment also because educated parents can give all the necessary help, support and guidance and create all sorts of opportunities to the children to behave and adjust well, live comfortably and cope up with the life. Hence the researcher thought that the behavioral problems and adjustment of children of educated parents are less than that of uneducated parents.
Economic Background

Researcher feels that the children belonging to middle and lower middle economic status will be better in the development of good behavior and adjustments because every day they need to go to some shop for purchases and get things done. Therefore they face different problematic situations of real life regularly where as for children of rich families do not arise such situations.

3.15 Techniques of Data Analysis

The statistical techniques that were employed objective wise are:

Objective 1 : Mean, S.D, % of Mean, Classification scale of behavioral problems

Objective 2 : Area wise Mean, S.D., % of Mean, Classification scale of behavioral problems

Objective 3 : ‘t’ values, ‘F’ value

Objective 4 : Chi-square Test

Objective 5 : Mean, S.D, % of Mean, Classification scale of adjustment problems

Objective 6 : Area wise Mean, S.D., % of Mean, Classification scale of adjustment

Objective 7 : ‘t’ values, ‘F’ value

Objective 8 : Chi-square Test

Objective 9 : Chi-square Test
1. **Arithmetic Mean**

It serves two purposes. Firstly it gives a concise picture of a large group. Secondly it provides the basis of comparison with other groups.

For calculating mean, the following formula was used.

\[
\text{Arithmetic Mean (M)} = AM + \frac{\sum fd}{N} \times C
\]

- **AM** = Assumed mean
- **F** = frequency
- **d** = deviation = \((x - A.M) / C\) \((x = \text{mid value})\)
- **N** = Total number of scores
- **\(\Sigma\)** = Summation
- **C** = Class interval

2. **Percentage of Mean**

\[
\frac{\text{Mean}}{\text{Total Score}} \times 100
\]

3. **Standard Deviation**

Conventional symbol used for standard deviation is Greek letter sigma (\(\sigma\)) and is defined as the square of the root of the squares of the deviations taken from the mean.

\[
S.D = \sigma = \sqrt{\frac{(\sum fd^2)}{N} - \frac{(\sum fd)^2}{(N)^2}} \times C
\]

Where \(fd\) is the product of the frequency and corresponding deviation for the scores. \(N\) is the total number of students, and \(C\) is Class Interval.
4. *t* Value

This statistic is used to determine whether the difference between population means is significant or not. The formula used for the calculation of 't' value is

\[ t = \frac{M_1 - M_2}{\text{S.Ed}} \]

Where \( M_1 \) and \( M_2 \) are means of two different categories like (male and female, rural and urban etc.), and SED Standard Error of Difference between un-correlated means.

where \( \sigma_1 \) and \( \sigma_2 \) are the standard deviations of different categories

\( N_1 \) and \( N_2 \) are the No. of sample in the first and second groups.

\[ \text{SED} = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}} \]

ANOVA (F - Value)

Analysis of variance is used in those problems in which the significance of the differences among several means is desired.

\[ F = \frac{SS_b}{SS_w} = \frac{\text{Sum of squares between the means obtained under the conditions}}{\text{Sum of squares within conditions individual differences}} \]
Chi-Square ($\chi^2$)

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where $f_o = \text{observed frequency}$

$f_e = \text{expected frequency}$

Coefficient of Correlation

To calculate the reliability coefficient of Behavioural Problems and Adjustment of Primary School Children by using Test Re-test method the following formula was used.

$$r = \frac{\sum x'y' - \bar{x}\bar{y}}{\sqrt{\sum x'^2 - \bar{x}'^2} \sqrt{\sum y'^2 - \bar{y}'^2}}$$
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Objective</th>
<th>Source and Methods of Data Gathering</th>
<th>Sampling and Sample Size</th>
<th>Tools</th>
<th>Methods of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To find out the behavioural problems of primary school children and to classify them.</td>
<td>Primary school children of Guntur, Praksam and Krishna Districts</td>
<td>Total Sample = 600</td>
<td>A questionnaire on Behavioural problems of children (QBPC)</td>
<td>Mean, % of Mean, S.D.</td>
</tr>
<tr>
<td>2.</td>
<td>To find out the behavioural problems of primary school children in following areas: a) Cognitive, b) Physical, c) Emotion, d) Social, e) Moral</td>
<td>Primary school children of Guntur, Praksam and Krishna Districts</td>
<td>Total Sample = 600</td>
<td>A questionnaire on Behavioural problems of children (QBPC)</td>
<td>Mean, % of Mean, S.D.</td>
</tr>
<tr>
<td>3.</td>
<td>To find out the influence of the following variables on behavioural problems of primary school children. a) Area of residence (Rural/Urban) b) Gender (Boys / Girls) c) Economic background (R/M/P) d) Parents educational background (Primary edn. / Secondary edn. / Higher edn.</td>
<td>Primary school children of Guntur, Praksam and Krishna Districts</td>
<td>Total Sample = 600</td>
<td>A questionnaire on Behavioural problems of children (QBPC)</td>
<td>Mean, % of Mean, S.D.</td>
</tr>
<tr>
<td>4.</td>
<td>To find out the association between the behavioural problems and academic achievement of primary school children</td>
<td>Primary school children of Guntur, Praksam, and Krishna Districts</td>
<td>Total Sample = 600</td>
<td>A questionnaire on Behavioural problems of children</td>
<td>Mean, % of Mean, S.D.</td>
</tr>
<tr>
<td>5.</td>
<td>To find out the adjustment of primary school children and to classify them</td>
<td>Primary school children of Guntur, Praksam, and Krishna Districts</td>
<td>Total Sample = 600</td>
<td>A questionnaire on Adjustment of children</td>
<td>Mean, % of Mean, S.D.</td>
</tr>
<tr>
<td></td>
<td>To find out the adjustment of primary school children in the following areas: a) Cognitive, b) Physical, c) Emotional, d) Social, e) Moral</td>
<td>Primary school children of Guntur, Prakasam, and Krishna Districts</td>
<td>Total Sample = 600</td>
<td>A questionnaire on Adjustment of children (QAC)</td>
<td>Mean, % of Mean, S.D.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6.</td>
<td>To find out the influence of the following variables on adjustment of primary school children. a) Area of residence (Rural/Urban) b) Gender (Male/Female) c) Economic background (Rich/Middle Class/Poor) d) Parent's educational background (Primary edn./Secondary edn./Higher edn.)</td>
<td>Primary school children of Guntur, Prakasam, and Krishna Districts</td>
<td>Total Sample = 600</td>
<td>A questionnaire on Adjustment of children (QAC)</td>
<td>Mean, % of Mean, S.D. 't' Value 'F' Value</td>
</tr>
<tr>
<td>7.</td>
<td>To find out the association between the adjustment and academic achievement of primary school children.</td>
<td>Primary school children of Guntur, Prakasam, and Krishna Districts</td>
<td>Total Sample = 600</td>
<td>A questionnaire on Adjustment of children (QAC)</td>
<td>Chi-square</td>
</tr>
<tr>
<td>8.</td>
<td>To find out the association between behavioural problems and adjustment of primary school children</td>
<td>Primary school children of Guntur, Prakasam, and Krishna Districts</td>
<td>Total Sample = 600</td>
<td>1. A questionnaire on Behavioural problems of children (QBPC) 2. A questionnaire on Adjustment of children (QAC)</td>
<td>Chi-square</td>
</tr>
</tbody>
</table>
Interpretation of Scores for Set of Questionnaires

Table 3.8

Questionnaire on Behavioural Problems of Children (QBPC)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Level of Behavioural Problems</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Low</td>
<td>0 - 60</td>
</tr>
<tr>
<td>2.</td>
<td>Low</td>
<td>61 - 120</td>
</tr>
<tr>
<td>3.</td>
<td>Average</td>
<td>121 - 180</td>
</tr>
<tr>
<td>4.</td>
<td>High</td>
<td>181 - 240</td>
</tr>
<tr>
<td>5.</td>
<td>Very High</td>
<td>241 - 300</td>
</tr>
</tbody>
</table>

Table 3.9

Questionnaire on Adjustment Problems of Children (QAC)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Level of Adjustment</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Low</td>
<td>0 - 25</td>
</tr>
<tr>
<td>2.</td>
<td>Low</td>
<td>26 - 50</td>
</tr>
<tr>
<td>3.</td>
<td>Average</td>
<td>51 - 75</td>
</tr>
<tr>
<td>4.</td>
<td>High</td>
<td>76 - 100</td>
</tr>
<tr>
<td>5.</td>
<td>Very High</td>
<td>101 - 123</td>
</tr>
</tbody>
</table>
3.16 Conclusion

In this chapter, statement of the problem, objectives, hypotheses, variables, scope and limitations, method of investigation, sample and sampling, tools, administration of the tool and collection of data, and statistical techniques were discussed in detail. In the forthcoming chapter, the investigator is going to analyze the collected data and interpret the results.