'Learn as if you were going to live forever.
Live as if you were going to die tomorrow.'

-- Mahatma Gandhi
CHAPTER - 5

SUMMARY, FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

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Chapter 5
SUMMARY, FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

5.0 Introduction

In the previous chapter the investigator has presented the analysis and interpretation of data. This process demands keen observation, wide outlook and power of logical thinking. An educational researcher has to exercise all the care and caution in arriving at generalizations on the basis of data. Interpretation takes the results of analysis to make inferences pertinent to the research relations studied and draws conclusions about those relations.

In any research report the last chapter is devoted to reporting of a brief summary of the study and this chapter is devoted for it.

5.1 Summary

Many of the behavioral problems and adjustment evidenced in early childhood are early indications of a basic emotional disturbance. It is presumably during the first five years and definitely during the first ten, that the primary behavior patterns of the individual are formed i.e., the pattern that will lead to simple maladjustment, hostile and aggressive behavior. The oversensitive child might become the adult worrier, the non-conforming child, the adult criminal, the compulsive child the adult neurotic, the allergic child
the adult psychosomatic, and the withdrawn child the adult psychotic. Very often the disturbances in childhood become more severe in adolescence and in adult life. So to detect the signs of behavioral and adjustment problems in childhood may mean the prevention of emotional disturbances in adulthood.

According to Psychologists, the foundation of human behavior is laid down in early childhood which sets the personality patterns for later stages of development. The early interaction of the child within the family and school plays a crucial role in the adjustment process. A child who feels insecure and inadequate in his family due to faulty attitudes and behavior of parents and teachers or some others, may develop behavioral and adjustment problems in different areas like physical, cognitive, emotional, social and moral development, which may lead to maladjustment. All the teachers face the problem of those children who lag behind from other children in their school work. The teacher can identify them by their facial expressions, inattention, and failure to respond even to simple questions in the class. These children will be a great liability for the society. Children with behavioral problems, when compared to normal children, have been found inferior in their physical development. They have poor muscular coordination, slower reaction time, more physical defects of eyes, ears, nose and serious speech defects. The problematic children in the area of mental characteristics have lesser capacity of abstract thinking and of correlating various experiences. They lack in reasoning ability and judging ability. The problems that appear more in the
area of emotional development are fear, anger, anxiety, hyperactivity and so on. In the areas like social and moral, the problem child may have substitute companions or become introvert due to dissatisfaction in social groups, prove to be indisciplined and dishonest. The incidence of cheating is higher in a problematic child.

E.K. Wickman (1928) found a marked discrepancy between the rating of teachers and mental hygienists on the relative seriousness of behavioral problems in school children. Wickman reported that 'teachers stress the importance of problems relating to sex, dishonesty, disorderliness and failure to learn. For them, the problems that indicate withdrawing recessive characteristics in children are of comparatively of little significance. Mental hygienists, on the other hand, consider these unsocial forms of behavior most serious and discount the stress the teachers lay on anti-social conduct. The well trained teacher should deal with every behavioral problem with the best psychological techniques available.

Most children with behavioral and adjustment problems are not bright whereas intellectually above average children are simply bored with their surroundings. The ability to develop and maintain interpersonal relationships during the childhood and adolescence is an important predictor of present and future adjustment. Many students with behavioral and adjustment problems often experience great difficulty in making and keeping friends. Numerous family risk factors predict a child's later anti-social behavior, having
criminal or antisocial parents, harsh or abusive parenting, poor parental supervision, separation / divorce and parental conflict. Numerous socio-economic factors predict a child's later anti-social behaviors, including low family income, large family size, poor housing and unemployed parents. There are several schools which accept the experimental evidence that interventions, which are successful in changing parental behavior, have an important impact on children behavior. Numerous outbursts of temper occur, and the child suffers from anxiety and feelings of frustration. The problem behavior may also influence their academic activities; they cannot have good physical, cognitive, emotional, social and moral developments. If these children are taken care of at a primary stage, by understanding their problem behaviors and adjustment, all the future problems can be overcome.

Primary education constitutes a very important part of the entire structure of education. It is at this stage that the child starts going to formal institution and receives education which lays strong foundation of his physical, mental, emotional, intellectual and social development. Sound elementary education gives a fillip to sound secondary and higher education. Primary school behavior is a better predictor of adult behavior than preschool behavior. This leads us to conclude that the first four years of school (the years from six to ten) are a critical period in development, in that they "crystallize behavioral tendencies that are maintained through young adult hood". The primary children gain their first experience with life outside the home when they enter school.
In the classroom, they get their first taste of what will be a critical part of their lives. This is socially the most decisive stage: since industry involves doing things ‘beside and with others’, a first sense of division of labor and of differential opportunity, that is, a sense of the technological ethos of the culture develops at this time. The child who does not do well in school, has no confidence in being able to do things “beside and with others”, and fails to achieve any status with peers and rather feels a sense of inadequacy and inferiority. Primary school children are expected to learn and abide by the laws and regulations of society, community, and school, and honor rules when they play with age mates. Primary school children must learn to become independent, in the strict sense of the word they have to learn to make many of their own adjustments and solve many of their own problems.

Primary school age is a critical period in child’s development. A problematic and maladjusted child, even though intelligent, may find it difficult to achieve the desired educational goals. Any vivid experience that is experienced by intense emotions is likely to have a profound effect on one’s attitudes, values and future behavior. The effect may be favorable or unfavorable, depending on the problem aroused, its intensity, and previous experience with the problem and the preparation one has had for it. The child, who is more stable and adjusted, and will be generally calm and happy. Acceptance of the family, School and Society produces a friendly child, while rejection may create a hostile, aggressive child with adjustment problems. So parents and
teachers should accept children as major members of the family and give them responsibilities and independence and have democratic attitudes towards them. Then they will be better adjusted and friendly and will achieve the goals of education and life.

5.2 Findings

1. 57% of the primary school children have average level, 28% have low level and 15% have high level of behavioral problems.

2. There are no pupils with very low and very high levels of behavioral problems.

3. The primary school children have more problems in cognitive area followed by problems in social behavior, and emotional behavior.

4. Gender of the children, their rural or urban background and their parental education did not make any significant difference in their behavioral problems.

5. Economic background made a significant difference in the behavioral problems.

6. There is significant association between the behavioral problems and academic achievements of primary school children

7. 47% of the primary school children have average level, 29% have low level, 24% have high level of adjustment.

8. There are no pupils with very low and very high levels of adjustments.
9. Better adjustment of primary school children is found in physical area followed by moral and social areas.

10. Gender, rural or urban background, economic background and parental education did not make any significant difference in the adjustment of primary school children.

11. There is no significant association between the adjustment and academic achievement of primary school children.

12. There is no significant association between the behavioral problems and adjustment of primary school children.

5.3 Educational Implications

1. The present study will help the teachers and parents to identify the behavioral problems and adjustment that exist in primary school children.

2. This study will help to minimize the behavioral problems of primary school children and develop their socialization.

3. This study will help the teachers and parents to be cautious about their own behavior which has an inevitable impact on the children's behavior.

4. This study will help the teachers and administrations to develop the rules that are reasonable and possible.

5. Usage of positive interactive approaches will reduce the inappropriate behaviors.
5.4 Suggestions to

a) Parents

Parents' feeling about their place in relation to children changes with time.

1. The parents should be flexible enough for changing their attitude with regard to their child's development and should notice that the children are getting mature enough to take care of themselves.

2. The parents must be conscious of the limitations of the child and must not drive him to impracticable limits.

3. The parents should provide all opportunities for children for their maximum development in terms of their own interests and abilities.

4. Parental over-protection reduces the capacity of self-reliance of children. They become maladjusted and emotionally unstable, that's why parents should give adequate freedom to satisfy their curiosity and enthusiasm.

5. Parents should try to build sound relationships and families should have a sound foundation, because this can lead to better reconciliation with the child.

6. Parents should create such an environment in which the children can express their feelings and share their emotions with them.

7. The children should also be given an opportunity to realize that they too have their own independent existence, which can build self-confidence in them. This in turn consequently will lessen their behavioral problems and enhance their ability of adjustment.
b) Teachers

The children evaluate the behavior of teachers in the school. They accept some teachers well and they are vehemently against some who are undutiful, partial and devoid of human qualities. The teacher is greatly responsible for creating and maintaining a desirable atmosphere in the class in order that the child may develop his concept of self in the right manner. From a teacher with democratic outlook the child may imbibe the qualities of unity, cooperativeness, affection and honesty.

1. The teachers must have friendly nature towards the children, which leads to child’s harmonious development.
2. Teachers must love their students not on the condition that they are good but also when they are self-willed, defiant, disobedient and rude.
3. The teacher always is to be on the side of the child. The teacher can help a lot in developing self confidence of the child by his encouraging or praising words.
4. Teacher should help the pupils to create their personal hierarchy and learn to prioritize their hopes and standards.
5. The teacher, therefore, should provide guidance and counsel them in times of need.
6. First, the teacher too should explicitly, clearly and fairly define behavioural expectations and teachers need to be consistent with their personality and instructional style.
7. Teachers need to communicate, to care and show concern rather than a desire to punish.

8. Teachers should try to develop sound educational atmosphere in the classroom as well as in the school, so that the children don't confront any sort of problems.

9. Teachers should possess welcoming attitude towards their students and should give them ample opportunity to share emotions and desires freely.

c) School Climate / Administration of School

School plays an important part in teaching the child and their role of learning. Class room climate provides him with opportunities for social experiences and adjustment. Inculcation of good manners and courtesy can be beneficial to the children.

1. The school should practice democratic living to develop balanced personalities of children.

2. The school climate must give opportunity to develop sharing, responsibility, expressing opinions, participating in co-curricular activities, tolerance and basic elements of companionship.

3. The school can help the pupils in group behaviour and in many other ways.

4. The school can help in distributing leadership opportunities to pupils. School should provide opportunity to all types of students to work together, so that social skills will be developed.
5. School should prepare the child mentally for continuing changes that occur in society.

6. The rules developed by teachers and administrators should be reasonable and possible.

7. Establishment of positive learning climate influences the children.

8. The administrators should organize parents-teachers meeting on regular basis and problems of their children should be discussed openly so as to resolve them collectively.

9. The administrators should take necessary steps to reduce influence of factors causing problems in adjustment and at the same time give more encouragement for confidence building genuine efforts, to get better academic results.

d) Suggestions for Further Research

Future research on behavioral problems of primary school children might focus on the following areas:


2. The influence of variables like type of school (Govt. / Pvt.), parent’s educational status on behavioral problems of secondary school children.

3. The association between the behavioral adjustment and academic achievement of secondary school children.
4. The association between the behavioral adjustment and academic achievement of college going students.

5. The influence of hereditary factors on behavioral problems of children.

6. The influence of parent's personality on behavioral problems of children.

7. The association between the watching T.V. and behavioral problems of children.

8. The relation between behavioral problems and stress in education and career building at different stages.

5.5 Conclusion

The foundation of human behaviour is laid down in early childhood which sets the personality matters for later stages of development. Childhood is very important in every one's life. It is well known that if foundation of a building is strong, many more storeys can be built on it, in the same way children's behaviour should be strongly built in childhood only. If the children's behaviour is not formed in a proper and positive way, it will affect the whole progress of his future. Hence, it is necessary to identify the problems which are faced by the children in primary stage.

From the present study the sample of the children were found to have moderate level of behavioural problems and high level of adjustment.

Fifteen percent children were found to have the behavioural problems like irresponsibility, lying truancy, carelessness in work to the maximum extent.
Except the economic background of the family, the variables like gender, rural, urban background and parent's education did not make any significant difference in the level of behavioural problems of primary school children.

It is found that the variables like gender, rural - urban background, economic status and parent's educational background did not make any significant difference in the level of adjustment of primary school children.

It is found that the children with high level of behavioural problems secured low academic achievement and the children who have moderate level of behavioural problems secured average academic achievement and the children who have low level of behavioural problems secured high academic achievement.

It is found that the academic achievement of primary school children is independent of their adjustment.

It is found that the behavioural problems of primary school children are not having any association with their adjustment.

Now-a-days the world is very much caring the learner centered education. So, the parents and teachers have to take immediate and responsible action against behavioural problems.

The school has to adopt such attendance policies to make the truant child accept education as a personal responsibility. If he still continues to be truant, he can be punished, if the punishment fails to stop truancy, he should.
be transferred to an alternative class room, which is more demanding. Moreover the cooperation of the teacher and the parent only will clear the problem of truancy. A weekly report card sent home may improve attention and hopefully achievement.

The irresponsible children must be directed to face the consequences of irresponsible behaviour. The teacher has to follow accordingly.

Lying children must be understood of their feelings primarily to find more constructive ways of handling these feelings. If the parents and teachers are honest, there is a good chance of the child being honest with them.

Carelessness of the child can be met by praising when ever he is careful or diligent. Let the faults in the children work be pointed out. Let the children re-do the work whenever he is careless in his work, while doing his work let him interact with others.

Thus, the teachers can help the children to over come their behavioural problems and enhance their academic achievement levels.