CHAPTER - 1

PROBLEM AND ITS SIGNIFICANCE

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Chapter 1
PROBLEM AND ITS SIGNIFICANCE

1.0 Introduction

"By education, I mean, an all-round drawing out of the best in child and man, body, mind and spirit."

-- M.K. Gandhi

"Modern education is concerned with the welfare of both the individual and society."

-- Frandsen

"Childhood is the time when the individual's basic outlooks, values, and ideas are to a great extent shaped."

-- Blair, Jones and Simpson

The neonate of today is a citizen of the tomorrow. The future of the society, its peace, prosperity, harmony, health and happiness depend a lot on its children. The beginning of school - Primary Education and first grade - is a critical period, marked by a change in children's environment, at a time when their cognitive and social capabilities are also changing. A child's readiness for school is an example of the connection between impressions of developmental processes and societal decisions about the optimal timing of entry into formal school environments Barth and Parke (1993). Children's
academic and social trajectories are formed in the early stages of public schooling. In first grade as Entwisle has noted Entwisle et al. (1987), children's work begins to be seriously evaluated in a comparative framework by teachers and classmates. What kinds of important problems are identified during these early school years? Such problems fall into three areas: (1) Behavioral competence (e.g., behavioral problems that require intervention outside of the regular school class), and (2) Social competence (e.g., problems with understanding complex social systems of classroom and school and difficulties negotiating new social relationships with teachers and peers), (3) Academic competence (e.g., impaired academic achievement marked by grade retention, low scores on early measures of scholastic performance, and identification of need for special education.

What are the consequences of success or problems in these areas? Improved academic performance and behavioral and social success early in school increase the likelihood that children will later be productive citizens, as measured by increased independence and social confidence, less reliance on social services, and higher earnings. On the other hand, poor performance in the beginning of school may imperil children, labeling them as delayed learners and placing them in school tracking programs (e.g., within class ability grouping, retention in grade, or special education), decreasing the likelihood of positive social exchange and peer support, and emphasizing low expectations of parents and teachers for children's academic performance, Entwisle (1995). Children
who are not successful early in school have greater problems with late behavioral, emotional, academic and social development. For example, children who repeat a grade are at greater risk for several specific behavioral disorders, such as attention deficit hyperactivity disorder, obsessive joy depressive disorder, Velez, Johnson and Cohen (1989). Furthermore, children who demonstrate low scores on early measures of school achievement, verbal IQ, and verbal ability are at risk for delinquent and anti-social behavior, Yoshikawa (1995).

Learning begins in early infancy. It is not accidental. A new born infant is a complete tyrant, who demands his way in everything while at the same time; he is completely dependent on others for fulfilment of every need. Gradually, the child learns that he is autonomous and he is dependent, with this realization comes the desire to learn, to cooperate with others and to achieve independence. His behaviour depends on the interaction of a variety of hereditary and environmental factors, i.e. innate bodily and intellectual equipment of the individual, nutrition, influence of illness, emotional attitude of parents towards growth and development of independence, relationship between parents, their ideas, the life at home, the pressure of cultural traditions, beliefs, attitudes and actions of his companions, group training, atmosphere in the school and interaction he has with teachers, classmates and the like. Childhood, like later periods in the life span, is witness to a broad range of frequently arising changes, transitions, and crises in personal and family life Codington, (1984), Yamamoto, Soliman, Parsons, & Davies, (1987).
In any society some standard arrangements are seen in family situations where the infant becomes a child and ultimately an adult. He learns how to chew his food, how to eat and drink, who he is and so many such things. He becomes a thinking, behaving person as he learns to take on the culture and behaviour of his people.

1.1 Primary Education

“Life in the coming decades is likely to bring new tensions together with unprecedented opportunities. To enable the people to benefit in the new environment, the coming generation should have the ability to internalize new ideas constantly and creatively. They have to be imbued with a strong commitment to human values and to social justice. All this implies better education”............NEP, 1986.

“State shall endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years”............Article 45

For this very reason it must be realised that primary education is a must for every individual. It is the fundamental right of every individual. Though different definitions are in vogue for Primary education, it is the fundamental education that meets the basic learning needs of all. Primary education meets certain needs of individuals, builds abilities to meet other basic human needs, increases productivity, and helps develop capacities to address key aspects of global challenges.
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 education deserves the highest priority not only on the grounds of social justice and democracy, but also for raising the competence of the average worker and increasing national productivity. Apart from being a constitutional obligation, the provision of universal primary education, which is a basic requirement for economic development, modernization of the social structure and the effective functioning of democratic institutions, it also represents an indispensable first step towards the provision of equality of educational opportunity to all the citizens.

"The State shall endeavour to provide free and compulsory education for all children up to the age of fourteen years within ten years from the date on which the constitution comes to force". According to Article 45 of the Indian Constitution, Primary education is the real foundation for all further education. The entire super structure of the educational system rests up on it. If the base is strong, we can erect a strong edifice upon it. If the primary education in the country is well looked after, the secondary education and the university education will automatically be on sound forttings.
1.2 Goals of Primary Education

In the words of Sri Aurobindo Ghosh (1977) "A true and living education helps to bring out, to all advantage, makes ready for the full purpose and scope of human life all that is in the individual man, which at the same time helps him to enter into his right relation with the life, mind and soul of the people to which he belongs and with that great total life, mind and soul of humanity of which he himself is a unit and his people or nation a living, a separate and yet inseparable member."

According to Iswarbhai Patel Committee (1977) "It should be remembered that the objectives of Primary Education have to be distinct from those of the other stages of education in view of the constitutional obligation to make it universal."

Education is a purposeful and planned activity. It must have clear-cut objectives or goals in view. Without an aim no purposeful activity will have the real force and education will become meaningless.

According to National Policy on Education 1986:
1. The highest priority must be given to free education for all up to age of 14 as laid down in the constitution.
2. The accent in primary education should be on the development of the personality and character of the children.
3. The accent has to be on more creative and joyful activities than formal instruction.
4. Expanding facilities for Formal Education, the curriculum should be built around the local circumstances.

5. The quality of schooling should be significantly improved to enable the common to compete with special or public schools.

The goal of all true education is the development of desirable behaviour in the school children. The endeavors of school teachers, educational administrators, educationists and statesman, anywhere, are directed towards the same end.

However, it is likely that school children present different behavioural problems within and outside the class room, inside and outside the school premises, and within the home and outside the home.

The teachers, who are entrusted with the responsibility of developing desirable behaviour in the children, should have a psychological grasp of the different behavioural problems resulting from maladjustment at home or in the school, unfavorable conditions of learning in the class room, too strict or too lenient discipline either at home or in the school, with all their psychological considerations in order to study and solve them at their own level in an appropriate manner.

1.3 Primary School Children

‘Education is not the filling of a pail, but the lighting of a fire.’

-- William Butler Yeats
During the primary school years physical maturation and growth lead to significant changes in appearance and behaviour. Children grow rapidly and the proportions of the various parts of the body alter to make twelve years old appear much more mature than six-years-old. Differences in the physiques of males and females become more noticeable, and girls who reach puberty before they leave the sixth grade become directly aware of biological differences between the sexes. Physical changes, in turn, influence social relationships between boys and girls and also have an impact on emerging concept of self.

In Freud's (1856-1939) view of development, this is the latency period, a time when the libido is not concentrated on a particular part of the body or person, as it was during the oral, anal and phallic stages. In Erikson's (1950) concept of development, these years mark the stage of industry versus inferiority. In Piaget's (1982) description of intellectual development, between six and twelve the child achieves mastery of concrete operations and may begin to engage in formal thought.

The importance of this age span has been stressed by Jerome Kagan and Howard A. Moss (1962). Primary school behaviour was a better predictor of adult behaviour than pre-school behaviour. This led them 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 behavioural tendencies that are maintained through young adult hood”. 
Cognitive awareness of male and female behaviour, which Kohlberg (1966) suggests is established by the age of five, become more pervasive. The observation and imitation of male and female models, which was demonstrated by Bandura, and his colleagues (1963) also continues. Many primary school texts and other books often depict boys and girls engaging in different activities. C. Tauris and C. Offir (1977), for example describe the results of a survey of children's books carried out in 1972: "Boys make things. They rely on their wits to solve problems. They are curious, clever, and adventurous. They achieve; they make money. Girls and women are incompetent and fearful. They ask other people to solve their problems for them . . . . In short, girls are the onlookers, the cheerleaders".

Sex-typed behavior becomes more apparent in the primary school years than at earlier stages development, Eleanor Maccoby and Carol Jacklin (1974), who examined 1,600 studies published between 1966 and 1973.

Erikson (1950) points out that 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. Erikson (1950) notes, "this is socially a 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 with a sense of inadequacy and inferiority.
The self-concept of the primary school child centers on the establishment of a sense of industry. The self-concept of the primary school child is not only increasingly influenced by the reactions of the peers but also by the classmate’s academic and social abilities. Primary school children, along with their parents and teachers, become concerned about how well they perform compared to others. As children move through the primary grades they become progressively capable of socialized thinking.

The primary school child engages for the first time in frequent unsupervised play with age mates. The games and pastimes that primary school children participate in with peers are complex and often lead to the assignment of quite stable roles that highlight differences between individuals.

Primary school children become increasingly aware of sex appropriate behaviour because of greater awareness of the thoughts of others. 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. If they break a law, or ignore a school regulation, or fail to comply with the rules of a game, they may be punished or ostracized.

The primary school child is expected to achieve most of the developmental tasks that have just been discussed outside of the home, either in school classrooms or in interactions with peers. Accordingly, it may be difficult or impossible for parents to manipulate circumstances in efforts to improve a problem. 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.

1.4 Behavioral Problem

"Behavior does not happen in a vacuum! It “happens” in a certain context, under certain circumstances & conditions."

+ Meaning of the term Behavior

According to the Encyclopedia of Psychology (1972), the term behavior is the activity of an organism or responses of an individual, species or group to stimuli. Behavior as an action which can be seen and measured in an objective way. This behaviour includes both the external and internal behaviour. Behaviour refers to series of acts of an individual which occur in a particular place during a particular time. The individual may be an object, a person, or a hypothetical entity for example, an electron. Behaviour is also described as adjustment to environment.

According to Traxler, ‘State of adjustment is one in which the individual is perfectly happy and satisfied will all aspects of his life and one in which he has reached the level in all his contacts with his environment. If a person is not in harmony with environment and if he is not happy and efficient, he is said to be not adjusted in his behaviour. If a person deviates from the normal standard of behaviour he is said to be abnormal. He experiences difficulties to make proper adjustment to the environment.
Once, behaviour was defined to include objectively or publicly observed responses. But these definitions would not include such conscious phenomena as thinking, perceiving judgment and the like. Behaviour is defined as motor and glandular adjustment, which an organism makes to any situation with which it is faced.

The term behaviour includes the cognitive activities like perceiving, knowing, thinking, reasoning, imagining, psychomotor activities like walking, swimming, dancing and the affective activities like feeling happy, sad, angry, distress and so on. Behaviour concerns with all the segments of human mind-conscious, sub-conscious and unconscious which include not only the overt behaviour but also inner experiences and mental processes.

All behaviour is purposive, we act to achieve a goal and realize a purpose. These goals and purposes are provided by our needs, biological and psychological. If motives are simple and goals are easily achieved the individual may be described as well adjusted. He is adjusted, when he is effective in meeting his needs and realizing his goals, and thus adopts himself to his environment. All behaviour is adjustment to environment in so far as the individual strives to meet his physical and social environment. Behaviour is basically goal oriented. In other words, our behaviour is generally motivated by a desire to attain some goal. The specific goal is not always consciously known by the individual. The basic unit of behaviour is an activity. Behaviour includes a certain amount of energy. The nature of a particular behaviour will depend to a large extent on the strength of the energy behind it.
Behavioral Problem

"Education is the ability to listen to almost anything without losing your temper or your self-confidence."

-- Robert Frost

It would appear relatively easy to define a behavior problem as behavior of a pupil that causes problems in the classroom. The problems so caused include interrupting other pupils, disrupting class activities, or conflicting with the rules and legitimate expectations of teacher and school. On further consideration however, a number of factors emerge, that show the concept of a behavior problem to be a far simple commonsense notion. As is the case with many technical words used in the behavioural sciences, the definitions of 'Behavioural Problem' are complicated by mainly four primary complicating factors.

1. What a behaviour problem in one situation is may not be so in a different situation. In other words, the acceptance of a particular behavioural act will depend upon the norms for the specific group and setting in which the act is performed. For example, a certain behavioural act may be acceptable when it is performed in relation to a sibling, that is, at home during a rough and tumble play session, a boy may beat his brother and receive no rebuke from any one (granted however, that the brother may beat him in return). But if the same boy hits his brother or another student during a spelling lesson at school, it is sure that he will be
admonished by the teacher for his behaviour. Thus the definition of a
behavioural problem must involve the setting in which the behaviour
occurs.

2. The personal opinions of the observer or judge, such as the class room
teacher, will influence the definition. For example, 'A withdrawn child
in the class room may be so silent as he feels insecure in the presence of
that particular teacher as he was seriously threatened by that teacher.
Acting-out aggressive child may be so as his behaviour was acceptable.
Another teacher might perceive this behaviour in an entirely different
manner. Teacher's effective or ineffective management of the class room
is responsible for encouraging or discouraging the varied behaviors. Thus
the teacher's definition of behaviour problem quite likely includes the
withdrawn child who is unable to participate as well as his peers social
or learning activities.

3. The theoretical orientation of the professional observer and his judgment
of behaviour will influence the definition.

4. The professional orientation or discipline of the observer judge will
influence the definition.

In general, the definitions of behaviour problems in the school context
emphasize the judgments of teachers and they define 'problem behaviour' as
follows.
The child who cannot or will not adjust to the socially acceptable norms and behaviour and consequently disrupts his own academic purposes, the learning efforts of his classmates and interpersonal relations.

"What sculpture is to a block of marble, education is to the soul".

--- Joseph Addison

Recognizing that early intervention can have a lasting impact on children, many states across the country have expressed interest in identifying and serving young children at risk for behavioral developmental problems. This interest is largely based on the growing body of evidence suggesting that these young children are highly receptive to treatment and that prevention and early intervention treatments can be substantially less expensive than those for fully developed problems. Not only are children's lives improved by preventing the establishment of destructive behavioral patterns, Jane Squires, et al., (2001), but social and emotional health are also essential components of school readiness and success, Kay Johnson and Neva Kaye, (2003). Studies have already demonstrated a significant correlation between poverty and developmental problems in children Michael Jellinek, et al (2002), and Johnson and Kaye (2003).

Consequently, Medicaid, which serves one in four young children and is targeted to those in families with low incomes, can play a vital role in financing and coordinating appropriate services for low-income children.
Behavioral problems, in most cases arise from some kind of an Attention Deficit Disorder or an Attention Deficit Hyperactivity Disorder. These could be present in varying degrees among various children. Hyperactive children are extremely fidgety and cannot stop themselves from getting involved in some mischief or the other. They are loud, talk too much and always seem to be getting into some kind of trouble. Children who have an Attention Deficit Disorder will do anything to attract attention. With parents finding increasingly less time for their kids, this is becoming a prevalent problem at present. The only option that is left for the child who craves for attention is to misbehave in order to draw the attention of his busy parents towards himself.

According to Anshu Gupta (2008) the child is continually changing and growing. Sound knowledge and thorough assessment with culture specific tools is therefore required for understanding normal developments and its limits. Behaviors change as a child develops, hence it is not clear whether the same diagnosis can be applied across the age range; for example: temper tantrums are normal in 4-5 years but it becomes a point of concern at 8-9 years. Child’s difficulties may arise in context of relationship within the family. The problem may be in structure and functioning of the family rather than in the individual child. Co-morbidity can be an associated childhood problem. A child having any type of physical or mental disability may show features suggestive of poor mental health which gets manifested through various emotional and behavioral problems.
1.5 Behavioral Problems of Primary School Children

Some of the common problems of childhood are carry-overs from earlier years, though they often take new forms. The behavioral problems of primary children are mainly in five areas, they are

- Physical problems
- Psychological problems
- Emotional problems
- Social problems
- Moral problems

Physical Problems

As a result of new medical techniques for diagnosing, preventing, and treating illnesses, mortality during late childhood occurs much less frequently now than in the past. However, accidents still cause death among older children.

Many of the physical problems of the earlier years persist into late childhood, their effects on the child's physical well-being tend to be less severe and less far-reaching than they were earlier. On the other hand, their psychological effects are greater and more persistent. The major physical problems of late childhood are discussed below.

(A) Illness

Most illnesses of late childhood are real, some are imaginary or “faked”, Sooner or later most children learn that when they are ill they are not expected
to carry out their usual activities, home discipline is relaxed, and they receive more attention than usual. As a result, they may feign illness or actually believe they are ill as a way of avoiding an unpleasant task or situation. If this tactic works, they repeat it and thus lay the foundations for a proneness to imaginary illness. According to Scheifeld, A. (1958) "Even when illness is frequent, it is far less likely to lead to death than in the earlier years of life. Boys, however, are much likely to die at this age than are girls, but their deaths are more often from accidents than from illness."

(B) Awkwardness

Motor skills play such an important role in children's play and at school that clumsy children find themselves in many situations where their awkwardness is apparent to themselves and to others. This reinforces their feelings of inadequacy, which, in time, lays the foundations for an inferiority complex. According to Breckenridge, M.E., and E.L. Vincent (1965) "Ridicule, sarcasm, scolding, or laughing at a child's clumsiness in the early learning stages, or at the inevitable slips which cause dropping of objects, stumbling, or falling, may cause an emotional blocking which can result on tense movement and awkwardness throughout the child's life."

(C) Loneliness

Loneliness can be and often is a problem if other people react unfavorably and communicate their feelings, by the way they treat lonely
children. Because older children, as a group, are less appealing than babies or even young children, adults tend to be more critical of them and less tolerant of their normal, but often annoying behavior. Older children interpret this as rejection, an interpretation that can have a harmful effect on their developing self-concepts. According to Clifford, M.M. (1975) "Attractive children have a sizable advantage over unattractive ones."

(D) Obesity

Obesity in older children may be due to a glandular condition but it is far more often due to overeating, especially of the carbohydrates. Obese children lose out in active play and, as a result, they miss opportunities to acquire the skills so essential to social success. According to Marantz, A.R.P. and L.M. Cooper (1976) "Fat children eat faster, take bigger bites and more likely to clean their plates and ask for second or even third helpings than their more slender age-mates." - a note on the eating behavior children varying in weight - ' A journal of Child Psychology & Psychiatry & Allied Disciplines, 1976.

(E) Sex-Inappropriate Body Build

Girls with masculine body builds and boys with girls physiques are likely to be ridiculed by their peers and pitied by adults. This leads to personal and social maladjustment, though more so for boys than girls. By contact, a sex-appropriate body build aids good adjustment. According to Biller H.B.,
and L.J. Borstelmann (1967) “The tall and husky or mesomorphic boy may, even without the encouragement of parents, find success easier in masculine activities so that he is seen by others, and consequently learns to see himself, as very masculine. The frail ectomorph or pudgy endomorph may find such success difficult so that he may be seen by others, and learn to see him, as unmasculine.”

(F) Accidents

Even when accidents leave no permanent physical scar, they can and often do, leave psychological scars. This may lead to timidity concerning all physical activities and may even spread to other areas of behavior. According to Slouac, D. (1966) “Children with the fewest accidents, on the other hand, have been found to be timid, submissive, and well controlled.”

Physical Disabilities: Many physical disabilities are the after effects of an accident and thus are more common among the children. Most disabled children become inhibited and ill at ease in social situations. As a result, they make poor social and personal adjustments. According to Centers L., and R.Centers., 1963) “When the child is disabled, the seriousness of the effect will be determined by how other people treat him, especially members of the peer group. Although some children may show marked sympathy and consideration for a handicapped child, many ignore or reject him.”
Cognitive Problems

Cognitive means thinking. Cognitive development 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.

(a) Problems in Speech

There are four common speech problems in childhood:

1. A smaller - than - average vocabulary handicaps children in their schoolwork as well as in their communications with others.
2. Speech errors, such as mispronunciations and grammatical mistakes, and speech defects, such as stuttering, and lisping, may make children so self-conscious that they will speak only when necessary.
3. Children who have difficulty speaking the language used in their school environment may be handicapped in their efforts to communicate and may be made to feel that they are “different”.
4. Ego-centric speech, critical and derogatory comments, and boasting antagonize their peers. According to Attoy, E. (1975) “Many adults encourage egocentric speech in children, while their contemporaries not only discourage it but disregard those who persist in talking about themselves.”
(b) **Learning Disability**

Learning disability is currently defined as a significant, persistent deficit in one or more academic achievement areas, including reading, writing, and mathematics. Specific deficits in language and reasoning skills also may be considered a learning disability.

(c) **Pervasive Developmental Disorder / Autism**

Pervasive developmental disorder is a broad class of disorders of which autism is the most well known subtype. Autism is characterized by significant impairment in social/emotional interaction, poor language and communication skills, and repetitive, stereotypic patterns of behavior or interests.

(d) **Attention-Deficit / Hyperactivity Disorder**

Attention-Deficit/ Hyperactivity Disorder are characterized by poor sustained attention, impulsive and distractible behavior, and sometimes hyperactivity. It is one of the most controversial diagnoses in existence. It may be causing the child's behavioral problems or impair functioning in one or more major activities, such as academic achievement. "A recent prospective study of school-aged children found evidence of increased hyperactivity along with a broad range of behaviors including internalizing behaviors." *(Rosen et al., 2004).*
(e) Cognitive Fatigue

Children can get fatigued from doing mentally challenging work over long periods of time, even if they aren't exerting themselves physically. Once cognitively fatigued, children are more likely to work slowly and make errors. When someone is physically or cognitively fatigued, any other cognitive problems he or she has usually worsen.

(f) Language

The types of language problems most commonly seen are those related to language fluency. These include increased word-finding difficulty and problems with naming, the ability to accurately recall uncommon words or the names of acquaintances. People with these problems may have slurred speech or physical difficulty in saying certain words or syllables, without any cognitive problems at all.

(g) Problem Solving

Sometimes children have increased difficulty solving problems in new situations. When confronted with a problem, children with this difficulty will tend to try the same solution over and over, rather than generating new solutions, or they may have difficulty making decisions because it is hard to identify which among a number of choices is the best. Skinner (1968), Problem solving is a process of overcoming difficulties that appear to influence with the attainment of a goal. It is a procedure of making adjustment inspite of interferences.
(h) **Visual Spatial Skills**

Sometimes children find themselves getting lost more frequently, losing items more frequently, or having trouble understanding visual-spatial information like maps, diagrams, and charts.

(j) **Problems in Concept Formation**

Children who have idealized self-concepts are usually dissatisfied with themselves as they are, and with the way others treat them. When their social concepts are based on stereotypes, they tend to become prejudiced and discriminatory in their treatment of others, as such concepts are emotionally weighted, they are likely to persist and to continue to affect children's social adjustments unfavorably.

- **Emotional Problems**

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.

(a) **Fear**

All children develop lots of fears. There are positively extraordinary number of fears common to childhood. Each age brings characteristic fears. Many of the things a child is afraid of are only offshoots and substitutes for the things which basically bother him. Fear can be real or imaginary. Most of
the fears of the child are highly irrational ones. Fears of loud noise, the sudden appearance of strangers, flushing of toilet, the sound of vacuum cleaner are some of the fears that appear at an early age. Besides we can trace fear of the dark, dogs and other animals, water, shadows, being left alone, doctor, school, punishment and dozens of other innocent things to which the children attach some special fearful meaning. According to Gasell, A.F.L., and L.B. Ames (1956) girls show fears of different things to boys.

(b) Stealing

Stealing, in the case of small children, when a sense of property right is not developed, the act of taking something that does not belong to them may not be termed as stealing. There is no special reason to believe that any child is born with this innate tendency one way or the other. In his earliest years he simply grabs whatever he can lay his hands on. According to Meenal Rana and Mandakini (2008) while most children learn at an early age that it is wrong to take the possessions of others, they do so when they want something they feel they cannot get in other ways. Stealing is most common when children feel they will not be caught.

(c) Aggression

A person who tries to gain something from others by force is called aggressive. A vigorous person and dominating person is also called aggressive. Aggression is an attempt to destroy the source of frustration.
According to Me Guire, J.M, (1973): Aggressive children continue to be aggressive even though they may modify their aggressiveness as they grow older. This however is not enough to have great impact on their socio-metric status. Aggression is considered as an institutional phenomenon and is expressed as outbursts of shouting, screaming, throwing things, fighting etc. A dominating child also is apt to take revenge by inflicting punishment upon others who are weaker and smaller than himself.

(d) Anxiety

Some psychologists consider anxiety as a basic human emotion which arises as a result of one's own nature, or of the possibility of failing to meet some perceived external standard. According to Macfarlane al. et. (1954) anxiety is greater in children who are unpopular than in those who are well accepted by their peers.

(e) Anger

Anger in young children is when the environmental situation is so poorly defined that they are insecure, when they are temporarily in poor health, and under countless other circumstances. Anger arises in the adjustment situation when the child's behaviour is blocked by some obstacles. Many happenings in the ordinary home routine provoke anger; the number of anger outbreaks is frequent. According to Garrison, K.C. (1959) older children, in the presence of adults, tend to be more controlled in the expression of their anger than do the younger children.
(f) **Negativism**

*Hurlock* defines negativism as a form of behaviour in which the child shows resistance to adult authority. Negativism is generally found in poorly equipped children who want to compete with intelligent classmates. Negativism is due to inhibition of function and excessive discharge of tension.

(g) **Lying**

Some parents encourage unknowingly lying in children. Children lie when they have to escape unpleasantness. Sometimes they lie out of fear of scolding or beating from the elders. When they want to assert what they have done, they lie out of imagination, they exaggerate the things. They lie experimentally too. According to *Meenal Rana and Mandakini (2008)* the lies of young children are not usually meant to deceive others, but are due to fantasy.

(h) **Truancy**

A child plays truant if he does not have security and interest in the school. If the teacher is unsympathetic and does not show affection to the child, he will fail to inspire confidence in him. The child feels distressed and tries to seize every possible opportunity to remain away from the school. According to *Meenal Rana and Mandakini (2008)* Among young children, it usually results from school phobias where as among older children, it usually results from dislike of school, caused by poor academic work, lack of peer acceptance, lack of promotion or discipline for misbehavior.
(i) **Withdrawal**

A child who feels inadequate in social situations may become submissive, shy, withdrawing from social contacts. Whenever possible he is preferring solitude to sociability. He is observing rather than participating in the activities around him. He is narrow-minded, apathetic, disinterested, reserved and formal in his dealings. If he is threatened and insecure sometimes at home, in school or at social gathering he may persistently avoid them. He is unwilling to expose himself. According to Michael A. Hoffman et al. (1993) life events were significantly associated with heightened anxiety and tended to be associated with a pattern of increased aggression or submissive withdrawal among boys.

(j) **Laziness**

Lazy ones don’t have good attitudes to life and to duties, to work and studies. The children who are not taught the right attitude to work neglect their studies. Sometimes, the parents out of their busy schedule fail to check whether their children are regular or lazy in their studies. Such children get habituated to be negligent of their studies and finally lose confidence.

In addition, the problems like daydreaming, negligence towards studies, quarrelling, cheating the classmates, suspiciousness, destruction of others property, shyness are also common among school children.
Social Problems

There is a close relationship between a child’s social behavior or adjustment and success and happiness in childhood as well as in later life. Parents have to ensure that the children will make good social adjustments, when they use the opportunities to have social contacts with other children and they are socially active hoping that this will lead to good social adjustments.

(a) Substitute Companions

When children have strong needs for companionship that have not been satisfied, they usually find some substitute to meet their needs. The substitutes they choose will depend partly upon their ages and partly upon what is available. The most common forms of substitute companions are family members, imaginary companions and pets.

(b) Social Acceptance

When children's needs are not met by the acceptance they have, they may try to buy acceptance. This they do in many ways, the most common of which are using their allowances to treat their age mates to candy, cones or other sweets, by giving parties or by taking their age mates to places of entertainment such as movies or circuses.

According to Margolin, E. (1969) What do group values mean to young children? The kind of personal and social adjustments children make is greatly influenced by the extent to which their peers find them acceptable.
Therefore the importance of social acceptance is great, though it is more important in some areas of development than others.

(c) **Shifts in Companions**

Even though shifts in companions may be valuable learning experiences, they are potential problems to children's personal and social adjustments. The serious source of this problem is the feeling of insecurity, shifts in companions bring. According to *Busk. P.L, R.C. Ford. & J.L. Schulman* (1973) during the young age of late childhood, shifts in playmates and friends are common. Today's playmate is replaced by a different one tomorrow, a best friend becomes an enemy, or a casual acquaintance becomes a best friend - quickly and often for little reason.

(d) **Dissatisfaction with Role in Social Group**

Whether children play the role of leader or follower, it can be a problem to good personal and social adjustments. This problem comes not from the role but from the dissatisfaction children have with the role the social group expects them to play.

(e) **Social Deprivation**

Social deprivation means being deprived of opportunities to associate with people and as a result of opportunities to learn to be a social person. Social deprivation not only encourages introversion but it also makes children afraid to try to establish social contact. According to *Elizabeth. B. Hurlock*
(1997) Social deprivation encourages the prolongation of egocentrism, characteristics of all babies, and the tendency towards introversion.

(f) Over Dependence

Children continue to be dependent on others, adults or age mates beyond the time, when their age mates are becoming independent, it will become a problem to a good person and social adjustments.

(g) Over Conformity

Children who are especially anxious to be accepted by the peer group, often overconform in the hope that this will guarantee their acceptance.

(h) Prejudice

Children who are prejudiced often become cruel, intolerant, rigid, and vindictive - traits which may become habitual and affect their relationships. According to Ayres, M. (1973) Helping children to develop better social insight about people, against whom they are prejudiced, by explaining why they are different, may help to reduce prejudice.

♦ Moral Problems

Moral behavior means behavior in conformity with the moral code of the social group. Moral behavior is controlled by moral concepts - the rules of behavior to which the members of a culture have become accustomed.
(a) Discipline

Discipline has always been regarded as essential to the child’s development. But, the negative concept, discipline means control by external authority, usually arbitrarily applied. It is a form of restraint through distasteful or painful means. This is synonymous with punishment. It always weakens the individual’s tendencies to act in a socially disapproved manner. Negative discipline forces immaturity on the individual.

(b) Difficulties in Learning Moral Concepts

Learning the moral values of the social group takes time, just as learning specific moral concepts does. This learning is made difficult for child by a number of factors. In learning moral values, the child may be confused about what the social group expects. This will have adverse effects on the child’s moral development. According to Dink Meyer, D. and D. Dink Meyer (1976) Discipline is essential to children’s development because it fulfills certain of their needs. By so doing, it adds to their happiness and to their personal and social adjustments.

(c) Inconsistency in Discipline

Unless discipline is consistent, children are at a loss to know what to do and whom to obey. Inconsistency may come in any area of discipline, but it is most common in rules, punishment, and in the disciplinary technique used.
(d) Use of Bribes

A bribe is something used to induce or influence an act, and a reward is something given in return for an act. In bribery, children are promised a material object or privilege if they will behave in the way a parent, a teacher, or some other adult in authority wants them to behave. According to Keat D.B. (1974) Children learn to expect a reward whenever they behave in a socially approved way. If the reward is not forthcoming, it weakens their motivation to behave in a socially approved way in future.

1.6 Parental Impact on Primary School Children

The far reaching effects of children's relationships with their parents are apparent in many areas of their lives. Henry (1975) 'children who relate poorly to their parents show more maladjustment and delinquent development'.

**Attitude toward Parent**: Parents who perceive their roles unfavorably and feel that the time, effort and money expended on their children are unappreciated tend to have poor relations with their children. According to Clavan, S. et.al. (1968) Children react to parents' influences and the parents' attitudes towards them. If children show affection for and dependence on their parents, parents react to them very differently than they do when their children are independent and more attached to outsiders than to them.

**Parental Expectations**: By the time children enter school, many have high expectations about the quality of their schoolwork and the amount
of responsibility they will assume in the home. When children fail to meet these expectations, parents often criticize, nag and punish. According to Crandall et al. (1964) some parents have high and often unrealistic ambitions for their children. These are likely to make their children feel insecure and unaccepted when they fail to live up to parental expectations.

**Child - Training Method**: Authoritarian child training, commonly used in large families, and permissive discipline, used mainly in small families, both lead to friction in the home and feelings of resentment on the child's part. According to Cos, F.N. (1962) children of indulgent parents have difficulties in making good social adjustments in the home as well as outside the home. Their lack of consideration for others and their tendency to do as they please irritates the members of their families as well as their peers and parents.

**Socioeconomic Status**: If children feel that their homes and possessions compare unfavorably with those of their peers, they often blame their parents and the parents tend to resent this bitterly. According to the Bossard, J.H. (1966) the child goes to the homes of his friends and has an opportunity to compare his home with theirs, he is satisfied if he has as much or more than they in the way of material possessions. But he is dissatisfied or unhappy if his home falls below the standard of the homes of his friends. This leads him to complain and criticize at home, develop attitudes that lead to an unfavorable climate in the home.
**Parental Occupations** : How peers feel about their fathers' occupations influences children's feelings both about the occupation and about their fathers. If their mothers work outside the home, children's attitudes toward their mothers are colored partly by how their friends feel about women working outside the home and partly by how many home responsibilities they are expected to assume. According to *Stolz and et.al. (1993)* how the child feels is also greatly influenced by what type of substitute there is for the mother when she is away from home.

**Sibling Friction** : Older siblings frequently criticize the appearance and behavior of the younger child, who, in turn, likes to tease and bully even younger siblings. If parents attempt to put a stop to this, they are accused of playing favorites. The children may then gang up against them and the sibling whom they regard as the parental pet.

**Step - parents** : Older children who remember a real parent who is no longer in the home usually resent step - parents and show it by critical, negativistic, and generally troublesome behavior. This leads to friction in the home. According to *Bossard, J.H.S. et.al. (1966)* when the missing parent is replaced by a step - parent, the older child is likely to resent the step parent bitterly and cause friction in the home.
1.7 Symptoms of the Problematic Children

‘Genius without education is like silver in the mine.’

-- Benjamin Franklin

A child having fear shows any of the typical signs of insecurity like nail-biting, stuttering, shyness, withdrawal, fussiness about food, crying due to general insecurity, loss of appetite, constipation, irritability, and so on.

Besides the children with behavioural problems show many symptoms.

1. The pupil may be out of step with the group.
2. The pupil may manifest inconsistent changes in his behaviour.
3. The pupil may unfold anti-social learning.
4. The pupil may fail in the examination continuously.
5. The pupil may show continued lack of interest and enthusiasm in the school work.
6. The pupil may reveal frequent nervousness.
7. The pupil may protect emotional disturbance through such overt acts as thumb-sucking, nail-biting, whistling, staring blankly, scratching the head, etc.
8. The pupil may feel extremely shy or timid.
9. The pupil may remain listless and absentminded in the class.
10. The pupil may show perceptual laziness, tiredness or boredom.
1.8 Adjustment

♦ Meaning of Adjustment

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

According to Coleman, James C. (2007) "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."

According to Shaffer, L.S., (2007) "Adjustment is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfaction of these needs."

The above statements state that from the moment of its birth the infant comes across various problems in order to satisfy his needs. In course of his development, gradually, he learns to solve these problems through various means and ways. The attitudes of the parents towards the child, their method of rearing the child greatly determine the type of personality the child would develop. Various personality problems arise in the child because of several factors such as faulty child rearing methods, faulty training to the child, over protection or careless, and indifferent handling of the child, long absence of the mother from home, lack of close contact with mother, showing less attention, lack of individual care, quarrels between parents, conflict between parents on child rearing etc. and a thousand other factors influence the child's
behavior. The problem of rearing a child is complex and requires immense responsibility and patience. Many a time it is seen that problem parents produce problem children because of their faulty attitude, excessive anxiety and their own personality development. Hurlock (1963) reported that pleasant emotions have favorable effect on one's personal and social adjustments.

Failure in identification with parents produces so many adjustment problems in the child. Various clinical studies indicate that the home atmosphere is related to general emotional adjustment. Children from authoritarian parents are less stable, and less socially successful. Over attention and indulgence at home lead to many kinds of maladaptive, infantile and regressive behaviour like crying easily, withdrawal, high dependence on adults and lack of persistence and independence and lack of decisiveness. The children of negligent mothers are emotionally tensed, insecure and exhibit strong attention getting mechanisms. They show off frequent aggressive outbursts of temper tantrums with out adequate cause. Children from divorced, separated, broken unhappy homes are less secure emotionally, more negativistic, more jealous, more fearful, more nervous, and demand more attention compared with their counter parts coming from happy and stable homes. Frequent conflicts, fighting and quarrels between the parents are most common causes of the emotional maladjustment in children. Tension of the parents, pressure of work, inferiority complex, more competition than cooperation in the family, sexual problems of parents, extra- marital relations, poverty, poor health, conflicts about
friends and relatives, all these factors and many more inhibit the establishment of a happy friendly and relaxed parent-child relationship. The absence of such relationship in the child's family produces various personality maladjustments. Jersild (1963) reported that many delinquents are emotionally maladjusted or have some personality disorders, which make their life a burden to them and to others.

When a child is unable to adopt or adjust himself adequately and appropriately to his physical, social and psychological environment he is said to be maladjusted. A maladjusted person is unable to solve his day today problem properly. He creates certain kinds of problems when he tries to handle a situation. Instead of solving a problem he may aggravate it. He may habitually indulge in fantasy, land in day dreaming instead of actually dealing with the situation face to face. He may show different types of problems which make him inactive and inefficient. He may be afraid of a harmful insect and cry at the sight of a flower being overwhelmed with the sense of the beauty.

Bad habit is a type of maladaptive behaviour. Fear problems related to toilet habits, urination and excretion, bed wetting etc. are some of commonly found maladaptive behaviours, which can be reduced or cured by instrumental conditioning procedure. The start of primary schooling has been perceived as one of the most important transitions in a child's life and a major challenge of early childhood. Initial success at school, both socially and intellectually, leads to a virtuous cycle of achievement Burrell & Babb, (2000) and can be a
Critical factor in determining children's adjustment to the demands of the school environment and future progress Gaye & Pascal, (1989) *Children* with adjustment difficulties attract considerable unwanted attention, unwanted by themselves, by teachers, and by caregivers. Moustakas, (1997) stated that these children are often perceived as aggressive, moody, demanding, cruel, uncontrollable, anxious, depressed, isolated, silent, frightened, lazy, and indecisive. Children must have emotional and social well being in order to succeed in school, Pianta (1997) otherwise, their readiness for academic learning and achievement will be impaired. Mash and Dozois (1996) claimed that, many childhood problems have lifelong consequences for the child and for the society; most adult disorders are rooted in early childhood conditions and/or experiences. They also reported that estimates of developmental, emotional, and behavioral disorders in children have ranged from 14% to 22% of all children. As observed by Helmer and Laliberte (1987), children who in later life had adjustment difficulties, could be identified as having difficulties in their pre-school years which indicated that emotional, cognitive, and behavioral problems seen Heller, Baker, Hanker, and Hinshaw (1996) in pre-school children are reasonable predictors for similar problems during their following school years. Emotional and behavioral adjustment to the school environment refers herein to behaviors related to success in the school setting. Such behaviors include the ability to remember and follow instructions, attempt new assignments, work independently, solve 31 problems, interact appropriately with adults and peers, and conform to socially appropriate behavior patterns. For the purpose of this study, emotional and behavioral adjustment to the
school environment was operationally defined as the score on the Early Childhood Behavior Scale McCarney, (1994).

1.9 Teachers View - Behavioral Problems and Adjustment of Children

The behaviour problems that a teacher may encounter are many and varied. Human life is so complex that it is not possible to label children with specific titles or names of problems. Only as a pattern for understanding child behaviour, we may mention a few problems and difficulties that children experience in their work. Even here, some difficulties may arise specifically at home and some in the class room situation. It will be for the teachers to have a general understanding of these problems. Some of these problems come under the category of serious maladjustment.

The professional psychologist may sometimes differ from the teacher with regard to the relative seriousness of behaviour problems in school children. The teacher’s attitude may often be determined by the demands of the school discipline, his personal difficulties in carrying on his work and by some of the generally accepted social values. Psychologically, these considerations may not be important at all. Hence it is necessary for the teacher to understand and appreciate the psychological principle behind mental health and the determination of behavioural problem.

The teacher will have to face even the problems considered less serious by the psychologists. Their immediate work will be disturbed and to that extent they have to understand and deal with all these problems, irrespective
of their psychological importance, some of these problems are merely attention getting devices by the pupils concerned. For various causes, their need for recognition may have been badly thwarted. By constantly disturbing, they try to come into limelight and thus satisfy one of the fundamental needs, though in an undesirable way. Thus, in dealing with all these problems, the teacher should attempt to find out why the child behaves in that particular manner. The problem behaviour that a child develops can also be a protest (though in an indirect form) against the way in which it is treated by people at home or in the school. Sometimes, the simple fact is that their energies are not being properly canalised into worthwhile and satisfying activities. Such failure may be the cause for the development of some such behavioural problems. In some cases, the basic cause may lie in the life at home. In any case, knowledge of the home environment and contact with the parents will be that the teacher (or the parent) should not get unduly disturbed or anxious about the behaviour of the child. Such a reaction may make the problem worse. Always, a matter of fact attitude should be developed. But in all dealings and contact with the particular pupil, sympathy, kindness and understanding must be shown. The child's own energies and abilities are enlisted in dealing with the problem.

There is no standardized and patent formula for treating even the same behavioural problems as shown by different children. It is not the problem that should attract our attention, but the child who is struggling against some inner difficulty and conflict. Children can be helped to get over these problems and difficulties. In this matter, the teacher should show both
flexibility in methods and consistency in sympathetic understanding. The teacher behaviour and the 'steps' taken by him must be indicative of his fundamental interest in the child and characterized by 'wisdom, warmth and understanding'. The danger of considering, disturbing children as undesirable pets should be scrupulously avoided, remarks not be made in the open class. As normal human-beings the teachers also are bound to have their personal likes and dislikes. But the teacher has to be extremely careful about this.

Thirty years ago, E.K. Wickman (1928) found a marked discrepancy between the ratings of teachers and mental hygienists on the relative seriousness of behavior problems in school children. Wickman reported that 'teachers stress the importance of problems relating to sex, dishonesty, disobedience, disorderliness in learning. For them, the problems that indicate withdrawing, recessive characteristics in children are of comparatively little significance. Mental hygienists, on the other hand, consider these unsocial forms of behavior most serious and discount the stress which teachers lay on anti-social conduct'. Very recently, however, the Wickman study has been repeated by George A. W. Stouffer, (1952). He found that today's teachers and mental hygienists are in much closer agreement as to the seriousness of children's behavior problems than they were back in 1928. The actual degree of correlation between the teachers' rating and those of the psychological experts was found to be sixty one (0.61). The following table shows the rank-order comparison of the ratings by mental hygienists and teachers, of the seriousness of fifty (50) behavior problems of children.
<table>
<thead>
<tr>
<th>Behavior Problem</th>
<th>Ranking by Mental Hygienists</th>
<th>Ranking by Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsocial, withdrawing</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Unhappy, depressed</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fearfulness</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Suspiciousness</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>Cruelty, bullying</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Shyness</td>
<td>6</td>
<td>34</td>
</tr>
<tr>
<td>Enuresis</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Resentfulness</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Stealing</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Sensitiveness</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Dreaminess</td>
<td>11</td>
<td>40</td>
</tr>
<tr>
<td>Nervousness</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Suggestible</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Over critical of others</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>Easily discouraged</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Temper tantrums</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Domineering</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Truancy</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Physical coward</td>
<td>19</td>
<td>33</td>
</tr>
<tr>
<td>Untruthfulness</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Unreliableness</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>Destroying school material</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>Sulleness</td>
<td>23</td>
<td>32</td>
</tr>
<tr>
<td>Lack of interest in work</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>Cheating</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Behavior</td>
<td>Frequency</td>
<td>Importance</td>
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<tr>
<td>------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Selfishness</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>Quarrelsome</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>28</td>
<td>14</td>
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<tr>
<td>Restlessness</td>
<td>29</td>
<td>45</td>
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<tr>
<td>Inattention</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>Impertinence, defiance</td>
<td>31</td>
<td>8</td>
</tr>
<tr>
<td>Tattling</td>
<td>32</td>
<td>47</td>
</tr>
<tr>
<td>Slovenly in personal appearance</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>Obscene notes, talks</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td>Laziness</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>Stubbornness</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>Attracting attention</td>
<td>37</td>
<td>43</td>
</tr>
<tr>
<td>Thoughtlessness</td>
<td>38</td>
<td>41</td>
</tr>
<tr>
<td>Imaginative lying</td>
<td>39</td>
<td>46</td>
</tr>
<tr>
<td>Disobedience</td>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td>Carelessness</td>
<td>41</td>
<td>25</td>
</tr>
<tr>
<td>Masturbation</td>
<td>42</td>
<td>26</td>
</tr>
<tr>
<td>Impudence, rudeness</td>
<td>43</td>
<td>21</td>
</tr>
<tr>
<td>Inquisitiveness</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Disorderliness in class</td>
<td>45</td>
<td>39</td>
</tr>
<tr>
<td>Tardiness</td>
<td>46</td>
<td>38</td>
</tr>
<tr>
<td>Interrupting</td>
<td>47</td>
<td>48</td>
</tr>
<tr>
<td>Profanity</td>
<td>48</td>
<td>42</td>
</tr>
<tr>
<td>Smoking</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Whispering</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

In above table, the fifty classroom behavior problems listed, although not of equal seriousness, are all the ones which require the attention of teachers. None of them can be said to be entirely unimportant.
1.10 Need of the Study

Childhood is very important in everyone’s life. Today’s children are tomorrow’s citizens. To learn any work in their life, basic foundation starts in the childhood. The aspects which are learnt in this stage, influence the remaining parts of life. Important activities in life like eating, walking, talking, working and social development start at this stage. Learning process develops rapidly in this stage. This stage is otherwise called as ‘school age’. When a child enters into the childhood, he tries to understand the world which is around him. If he fails to understand it properly, he will face many problems. Those problems may be physical, psychological, emotional, social and moral. Children with good behavior are necessary to develop our society and to bring good name to our nation. The good behavior of children is the very backbone of our country.

The children’s growth and behavior should be good as they affect the progress of a nation. It is essential that nutritional food, adequate rest and exercise be provided to the children at this age, because physical development is very rapid in this age. It affects not only the physical the mental and emotional developments but also leads to psychological and emotional problems. That’s why social and moral developments show no progress.

It is necessary to identify the problems which are faced by the children in this stage, as they will affect adulthood. It is necessary to help them solve
their own problems at any given situation. At this stage, they face many new problems entering schools, staying out of home atmospheres, following new rules and regulations at school, creating relations with new children and planning their own future.

If all these problems are not identified, children will face stress and frustration in the rest of their lives. So, it is necessary to study food habits, learning habits, social attitudes, emotional maturity, and moral values of the childhood. It is also necessary to study the factors and reasons for their adjustment, because, children have to learn more skills, to become good citizens in the future society. This stage is the foundation to learn all skills. In order to help children learn skills, it is required to know the problems of the children in childhood.

It is well known that if the foundation is strong, many buildings can be built on. In this way children's behavior should be strong. Childhood is the right stage to understand and also to learn the skills. In this age children will be close with their parents and teachers only. So, teachers and parents should have to observe their behavioral and adjustment problems.

The task of the teacher is to educate the child, i.e. to develop a socially acceptable behaviour. For this the teacher has to care not only teaching the subject matter but also find whether the children have sound mental health. In the process of making the students ready for classroom learning he may
come across many peculiar behavioural patterns of children. The students might have this deviant behaviour due to their own incapacity or due to unhealthy conditions at home, due to lack of understanding teachers, the undemocratic class room climate, too strict discipline, defective methods of teaching, unsympathetic attitudes of teachers and so on.

The children in the primary school are to learn good habits and develop good attitudes towards studies, classmates and elders. They are quite sociable and ready to develop social skills. But, some students may go wrong, influenced by their personal, home, social factors. From the teachers point of view primary school stage is the most important formative period. If they have good behaviour they will smoothly pass on to the next stage of life and turn as good citizens. If they have any problems, they turn problematic to the people around. The problem behaviors or maladjustments may also influence their academic activities; they cannot have a good social, emotional, intellectual and moral development. If these children are taken care of at this stage and helped by understanding their problem behaviors and adjustment, several more serious consequences may be overcome.

According to Denis Baron and Harold W. Benard, the concept of achievement involves the interaction of three factors, namely, aptitude for learning, readiness for learning and opportunities for learning which involve health and physical fitness, motivation, special aptitude, and emotional balance. That is why in this investigation it would be seen how children with behavioural
problems and adjustment are influenced by these factors and achieve academically. The growing years of a child are perhaps the most difficult a family ever has, it is during these years that a child comes to terms with various concepts of life, like family belonging, discipline, social norms etc. These further lead to child behaviour problems and maladjustment. Child behavior problems can crop up from anything and everything, and they can be anything. It is necessary to differentiate between misbehaving children and child behaviour problems. Child behavior problems and adjustment are when children show a permanent pattern of hostile, destructive or disruptive behaviour towards oneself or towards the society. There are various behavioural symptoms that are signs of toddler child, and teenage behaviour problems; it is a major loss of social and other communication skills. It leads the children to not have social or self care skills.

Human behaviour is dynamic in character. It is important that the teacher understands certain general characteristics of behaviour and adjustment of children as they face problems like anger, fear, truancy, withdrawal, negligence, negativism, stealing, cheating, laziness, aggressiveness, domination, quarrelsome, anxiety, etc.

Teachers are concerned with the individual child, but they also have responsibilities to the other children in the class room and to the educational objectives of the school and they must fulfil these latter responsibilities. Teachers have difficulties when they try to discuss, while the class room teacher
will see that action is completely impartial. Teachers have difficulty in detecting children who will eventually be treated for emotional disturbances. The teacher is an important person to consider during the assessment process. Teachers may be asked to provide a description of the problematic responses. Interviewing the teacher may lead to identification of areas of behavioural assets and deficiencies. Teachers are frequently very accurate in identifying children with a high likelihood of developing school problems.

1.11 Rationale of the Study

Laura T. Balachand, et.al. (2003-04) in his article concluded that ‘Children with developmental problems had lower self-esteem, more depression and anxiety, more problems with learning, missed more school and were less involved in sports and other community activities.’ It is observed that the environment of the home, school and society with the varied conditions influence the child either positively or negatively. Personal factors like health, intelligence, physique also contribute while the individual is interacting with the environment. If the individual’s capacities are inadequate or if the environment is improper, unhealthy and more challenging, the person may not be able to behave well. He may exhibit behavior problems both at home and in the school. If an individual may not be able to cope with the demands of the class, a conscious teacher would be really at a loss to know what to do. The children almost end up as total failures and are a loss to their families and to the society. In some cases the strain, the conflict and the sense of shame may produce very deep
feeling of inferiority, from which a particular pupil may never recover. Emotional conflicts easily shatter their mental health and social adjustment.

Dr. E. M. Schulte. (2002) concluded that 'The children in primary schools for special needs education and youngsters attending lower and middle secondary vocational educational tracks are clearly much more at risk to display aggressive and anti-social behavioral problems than children in regular primary schools and youngsters attending higher secondary educational tracks. If the teacher is dishonest, lacking self control, not cooperative, not open-minded, he cannot influence the children positively. The ultimate result is the development of problematic behavior in some children like backwardness in studies and maladjustments in areas like physical, cognitive, emotional, social, and moral developments. If these behavioral problems are unnoticed, they distract all-round development and failure in maintaining social relations.

1.12 Scope of the Study

The importance of this age span has been stressed by Jerome Kagan and Howard, A. Moss (1962). Primary school behavior was a better predictor of adult behavior than pre-school behavior. This led them 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 adulthood”. The primary school child learns that he is autonomous and he is dependent, with this realization comes the desire to learn, to cooperate with others and to achieve independence. His behavior
depends on the interaction of a variety of hereditary and environmental factors, i.e. innate bodily and intellectual equipment of the individual, nutrition, influence of illness, emotional attitude of parents towards growth and development of independence, relationship with parents, attitudes and actions of companions, group training, atmosphere in the school and interaction he has with teachers, classmates and the like. Childhood, like later periods in the life span, is witness to a broad range of frequently arising changes, transitions, and crises in personal and future life. Therefore the researcher chose the primary school children for the study.

In the lower classes like I, II, III, the misbehaviors may be temporary. In the higher classes of primary school the children behaviors may be more permanent and established in the school. That is why for this study IV and V class students were chosen. So, this investigation intends to study the behavioral problems through the discussions with the teachers. It also intends to study the academic achievement of children having the behavioral problems.

Guntur, Krishna and Prakasam are the districts which are adjacent to each other. The thoughts and life style of the people of these districts are nearly same. So, the researcher thought the behavioral and adjustments problems faced by these districts students may be almost the same. Therefore, the researcher chose these three districts for study.
All the three districts belong to Coastal Andhra. All the higher education institutions in these three districts used to be under the control of Acharya Nagarjuna University till 2010. Till the year 1970 Guntur and Prakasam districts were not divided. Krishna and Guntur districts used to have many educational centers. Being adjacent to each other, there are similarities of cultural and educational standards. The educational institutions are run with a lot of competitive spirit which cause pressure over the students and their academic programmes.

According to social and economical similarities of these three districts are resembling same because Guntur is located between the Prakasam and Krishna Districts. All the categories (business, job oriented, daily wage) of people of these three districts are shuffle for their livelihood very oftenly. As the people of these districts experience the same type of culture and traditional themes which would not reflect among them for quick acquaintance or adjustment. It is very common to say that social and economical status of the parents influencing the behaviours of children. As per the above similarities occur within the three districts may be one of the reason for developing same misbehaviours of the children belong to these three districts.

1.13 Delimitations of the Study

1. The present study is limited to Primary school children.
2. The present study is limited to IV and V class students.
3. The present study is limited to Guntur, Prakasam and Krishna districts.
4. The present study is limited to 300 boys and 300 girls.

5. In the present study the questionnaire like behavioral problems of children and adjustment of children were constructed by researcher.

1.14 Conclusion

In this chapter the researcher presented an account of the behavioural problems of children, parental impact on children, teacher's view about behavioural problems and adjustment of primary school children, and the need scope and delimitations of the present study. In the next chapter the researcher will present a review of the related literature.