"I respect the man who knows distinctly what he wishes. The greater part of all mischief in the world arises from the fact that men do not sufficiently understand their own aims. They have undertaken to build a tower, and spend no more labor on the foundation than would be necessary to erect a hut."

-- Goethe
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction
2.1 Related Literature in India
2.2 Review Studies in Abroad
2.3 Observations and Summary
2.4 Linkage with the Present Study
2.5 Conceptual Framework of the Research
2.6 Conclusion
Chapter 2

REVIEW OF RELATED STUDIES

2.0 Introduction

Having discussed the theoretical framework of the study, the researcher now would like to examine the research studies available on behavioural problems and adjustment, to know what is already done in this area and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. The researcher thinks it also helps to sharpen and define the understanding of existing knowledge of the problem area, as it provides a background of the researches done in the past by the great lovers of the concept of behavioural problems.

2.1 Related Literature in India


Sample: Purposive sample (7 to 12 years)

Tool: Depression scale MMPI - Adjustment Inventory.
Findings

i) Home environment and drinking, smoking and gambling by parents also contributed to problem behaviour among children.

ii) The problem children were those who misbehaved, but were not subject to level punishment

2.1.2 V. V. Bharathi, (1949) conducted a study on ‘Anxiety in elementary school children.’

*Sample:* 300 children (boys and girls)

*Tool:* (Anxiety) 1 - Standard Instrument.

Findings

i) There is a relationship between the dreams and anxiety in children.

ii) High anxiety in children affected the speech functions.

iii) High anxiety affected the quality of language expression in children.

2.1.3 B. K. Passi, N. S. Padma, Pandit, K. L. (1951) conducted a study on ‘The role of anxiety in learning and academic achievement of grade IV boys.’

*Sample:* 145 boys.

*Tool:* GROUP Test of Intelligence Fair Anxiety Scales, MAS, CASC, TASC, AASC.
Findings

i) Anxiety bore in a negative relation with learning and academic achievement.

ii) Anxiety achievement did not act as a reinforcement in improving achievement of high anxious low achievers.

iii) Better achievement did not act as a reinforcement in improving achievement of high anxious low achievers.

iv) Subjects with low intelligence and high anxiety did not improve in achievement up to the expectation as a result of induced anxiety.

2.1.4. Karla, N. (1952) conducted a study on ‘Behavioural problems of children with a view to understand behaviour disorders of their social background.’

Sample: 400 children.

Tool: Open-ended Interview Schedule Intelligence Tests.

Findings

i) Emotional deprivation on the part of parents led to the problems of personality of the child.

ii) They found strong link between the emotionally deprived child and his behavioural problems.

iii) Emotional deprivation of the child led to anti-social activities, anxiety and functional fits.
2.1.5. Puranik, G. A. Kundleys (1976) conducted a study on 'Educationally backward children in the age group 8 - 12 years.'

Sample: 2000

Tool: Socio economic status background and bright students.

Findings

i) Educationally backward and bright children differed significantly in intelligence, vocabulary and arithmetic ability.

ii) The backward children had adjustment problems related to studies, teacher and examinations.

iii) The backward children suffered from inferiority complex, health problem.

iv) Bright ones scored high in each test.

2.1.6 Mishra. C. (1983) conducted a study on 'Association of Locus of Control, Creativity and Educational Achievement of Urban, Rural & Tribal Children.'

Sample: Three sub-cultural samples were taken. 115 advantaged and 77 disadvantaged boys in urban sample; 118 advantaged and 68 disadvantaged boys in rural sample, 110 disadvantaged boys in tribal sample.

Tools:

1. Cromwell Locus of Control Scale for Children.

2. B. Mehdi's Indianized Scale of Creativity.

3. 3 x 2 and 2 x 2 x 2 ANOVA were used for data analysis.
Findings

1. The trait locus of control was significantly related to creativity and educational achievement.

2. The internal locus of control subjects secured higher scores on creativity tests, educational achievements than the external locus of control subjects.

3. The relationship between locus of control and creativity as well as between locus of control and educational achievement were positive and statistically significant.

4. The locus of control scores were higher for the urban disadvantaged children compared to those of the rural and tribal children.

5. The non-verbal creativity scores were higher for tribal children.

2.1.7 Bhatia, K.T. (1984) conducted a study on 'The emotional, personal and social problems of adjustments of adolescents under the Indian conditions with special reference to values'

Sample: 830 adolescents (340 boys and 490 girls)

Tools:

1. Questionnaires

2. Interview schedule

3. Group discussion.

Findings:

1. Adolescents are sometimes treated as adults and some times like children.
2. Girls were not allowed to stay late by parents.
3. A large majority of the boys and girls have friends of the opposite sex.
4. Boys seemed to receive more pocket-money than girls.
5. Adolescents were hesitant to favor sex instruction in schools.

2.1.8 Ahluwalia (1985) conducted 'A study of factors effecting achievement motivation.'

*Sample:* 200 children of 8 to 12 years age

*Tools:*

1. Raven's Progressive Matrices.
2. The Dependency Test developed by Kaul.
3. The Organizational Climate Descriptor Questionnaire developed by Halpin and Craft.
4. An achievement motivation test developed by the investigator.

*Findings:*

1. Sex of the children has no effect on achievement motivation.
2. Age was significantly and positively related to achievement motivation.
3. Achievement motivation was not affected by birth order.
4. Academic performance was positively and significantly related to achievement motivation.
5. Economic status of parents did not affect achievement motivation.

Sample: 1100 pupils of classes’ V, VI and VII

Tools:

1. SES scale constructed by B.V. Patel I. A. Vora
2. The j- scale for measuring motivation towards school
3. The Anxiety Scale by K.R. Nijhawan

Findings:

1. Grade was an effective variable on achievement motivation. The differences among means of grades 5, 6, & 7 were significant and in favor of successive grades.

2. The students of successive grades showed successive advancement in achievement motivation. The students with high SES level were found significantly higher in their achievement motivation than those with low SES level. The interaction effect between grade and SES was not significant.

3. The students with low anxiety level had more achievement motivation than those with high anxiety level. The interaction effect between grade and anxiety was not significant.
4. The students having high-level motivation towards school were better in achievement than those with low level motivation. The interaction effect between grade and motivation towards school was not significant.

5. The interaction effect between grade and general ability was not significant.

2.1.10 Padhy, N. (1986) conducted a study on 'Effects of Schooling on the Development of Logical Thinking and Adjustment among Elementary School Children'.

Sample: 420 children from amongst a tribal and non-tribal children population in the age groups of 5+, 6+, 7+, 8+, 9+, 10+ & 11+ were randomly selected.

Tools:
4. Pre-adolescent Adjustment Scale by Pareek.

Findings
1. The schooled children performed better than their non-schooled counterparts on seriating tasks.
2. Ethnic background was found non-effective with regard to the conservation tests.
3. Schooling and age didn’t have effects on adjustments of children.
4. There was significant effect of schooling and age on children's conservation performance, conservation of quantity, weight, number, length, area & volume.

5. Ethnic background had effects on acquisition of concepts & adjustment, while age had significant affects on the logical thinking of children.

2.1.11 Gaikwad, (1988) conducted 'A study of personality traits of elementary school children in relation to their mother's marital adjustment and child rearing practices'.

Sample: Four hundred children (age group 7 to 8 years).

Tools:

1. Marital adjustment test of Burgess and Cotterell, Rompal
2. Shamin Karim's child rearing
3. Early School Personality Questionnaire

Findings

1. Marital adjustment and child rearing practices seemed to be a slight influence in developing outgoing and emotionally stable characteristics in children.

2. Better adjusted mothers were found helpful in developing obedience and conscientiousness in their children

3. Harmonious marital adjustment was seen as remotely associated with the development of placid and relaxed qualities of personalities.
4. The well adjusted mothers were found using healthy child rearing practices, but the correlation co-efficient failed to bring out any significant relationship.

5. Emotional instability was more among children coming from families where marital adjustments were poor, however, the difference was not significant; [GPK 1584].

2.1.12 Rao, Lakshmi, (1988) conducted a study on 'Effect of noise pollution on the behaviour of school-going children.'

Sample: 450 students from each group

Tool:
2. Academic Anxiety Scale for Children by SINGH and Sen Gupta
3. Adjustment Inventory for School Students by Sinha and Singh.

Findings
1. Only 13% of the schools in the NAGPUR city are situated in surroundings within the permissible levels of noise pollution
2. Students studying in the noisy areas showed significantly higher degree of academic anxiety, unsatisfactory adjustment educationally and emotionally and marked lower ability to concentrate. Noise did not effect the social adjustment but noise effected the hearing capacity of the students as indicated by the audiometric tests
3. Noise affected the students to a considerable extent, and a high degree of anxiety kept them in distress constantly.

4. Concentration was affected to a very large extent by noise.

5. Continuous exposure to high noise markedly affected hearing [GPK 1620]

2.1.13 Swami Priyakant. (1989) conducted ‘A study of the adjustment, anxiety, self-concept and intelligence of orphan students living in orphanages as compared to normal students’.

Sample: 1,802 students, 541 were orphan and 541 were normal

Tool:
1. Adjustment Inventory
2. Manifest Anxiety Scale
3. Self Concept Scale
4. Desai-Bhatt Group Intelligence Test

Findings
1. Normal students were better adjusted than orphan students
2. Orphan students are more anxious than normal students
3. The self-concept of normal student is better than the self-concept of the orphan student
4. Sex has no effect on the self concept of the normal and orphan student
5. The self-concept of orphan Muslim and normal Muslim is similar.

2.1.14 Sharma, G. K. (1991) conducted a study on the adjustment problems faced by scheduled castes and scheduled tribe primary students.
Sample: 100 male and 100 female students.

Tool: Personal Adjustment Inventory Prepared by Sinha and Singh.

Findings
i) Ninety five percent of the students always thought about themselves.
ii) 72% of the students were afraid of punishment.
iii) 74% of the students were always worried about their family.
iv) 85% of the students participated in co-curricular activities.
v) 80% of the students found their home environment to be better than that of the hostel, which is natural.

2.1.15 Mona Mansour, (2003) conducted a study on ‘Frequent school changes tied to Behavioral Problems’.

Sample: 3,285 (5-14 yrs)

Tool: Behavior Problem Index

Findings
1. Mothers of mobile school children reported higher score on the Behavior.
2. Many parents, particularly those in urban areas, leave one school for another for a variety of reasons, including residential moves and financial reasons.
3. Some are in search of a school that will better meet their children’s needs.
4. Mother’s perceptions of school quality were also lower for school mobile children compared to non-mobile children.
5. 14% of the children were school mobile.

6. School mobile children's mothers are mostly non-married, low levels of school environment, and mothers with symptoms of depression.

**2.1.16 Laura T. Balachand, Mathew. J Gurka, James A. Blackman (2003-04)** conducted a study on “Emotional, Developmental and Behavioral health of America Children and their Families.”

*Sample*: 10,2353

*Tool*: Telephone Interview

**Findings**

1. The most commonly diagnosed problems among children 6-7 years of age were learning disabilities, attention deficit (11.5%), hyperactivity disorder (8.8%), behavioral problems (6.3%), speech problems (5.8%), and developmental delay (3.2%).

2. One in 200 children was diagnosed with autism.

3. 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.

4. Approximately ¼ parents expressed concern about substance abuse or eating disorder in their children.

**2.1.17 H.V. Vamadevappa (June 2005)** conducted a study on ‘Impact of Parental Involvement on Academic Achievement’.
Sample: 200 students in 6th std. (100 boys & 100 girls)

Tools
1. Parental Involvement Rating Scale (PIRS)
2. Achievement test conducted by the researchers.
3. Pearson’s product moment correlation technique.
4. ‘T’ test.

Findings
1. There is positive and significant relationship between parental involvement and academic achievement.
2. There is a significant difference in the achievement scores of boys and girls of high parental involvement group.
3. There is no significant difference in the achievement scores of boys and girls of low parental involvement group.
4. There is significant difference between high achievers and low achievers with respect to parental involvement.
5. There is significant difference between boys and girls in their academic achievement.

2.1.18. V. V. Bharathi, K. Anuradha (May 2006) conducted a study on ‘Relationship between mother’s educational qualification and children’s T.V viewing behaviour.’

Sample: 300 children of 3rd, 4th, 5th standard (150 boys & 150 girls).
Tools: Two-stage stratified random sampling technique

Findings

1. There was no association with mother’s age & children’s TV viewing behavior.

2. Mother’s level of education was significantly associated with children’s TV viewing behavior. As the level of the education of mothers increased, children’s amount of TV watching per day decreased significantly.

3. Children of college educated mothers were watching only selected programs on the TV.

4. In families where the mother’s have collegiate education, all members of the family were watching TV together daily or at least 3-5 times a week.

5. In families where the mother’s qualification was college level, parents were co-viewing with their children & the interaction while watching was also more by the parents.

2.1.19 Nima, M. Joseph, Dr. G. Porgio. (Nov 2006) conducted a study on ‘Depression, Self-Acceptance and Scholastic Achievement of Tribal and Non-tribal High School Students.

Sample: 817 (253 tribal & 564 non-tribal) high school students of standard 8th, 9th, and 10th.

Tools:

1. Depression Scale.

2. Self-Acceptance Scale.
3. Personal Data Form.

Findings

1. Depression among tribal high school students is higher than that of non-tribal high school students.

2. Non-tribal high school students enjoy higher socio-economic status when compared to that of tribal students.

3. There is no significant influence of religion on the level of depression, self-acceptance and scholastic achievement of the students.

4. There is significant difference in the Scholastic Achievement of Tribal and Non-tribal High School Students.

2.1.20 Rabul Kalita, Dr. Rita Chopra (2006) conducted a study on 'Adjustment Problems of Elementary School Children of Single Parent and Intact Parent Families.'

Sample: 100 students from 6th, 7th & 8th grades.

(50 from single parent & 50 from intact families)

Tools: Adjustment Inventory for School Students (AISS)


Findings

1. There is a significant difference in the emotional adjustment of the children of single parent and intact parent families.

2. The psychological, behavioral and emotional problems are more in single parent family children than in biological two-parent family children.
3. There is significant difference between children of single parent and intact parent families on social adjustments.

2.1.21. P. Usha (June 2007) conducted a study on ‘Emotional Adjustment and Family Acceptance of the Child: Correlates for Achievement.’

Sample: 700 students (364 boys & 336 girls) (222 Urban & 478 Rural)

Tools:
1. Scale of Emotional Adjustment.
2. Family Acceptance of the Child Rating Scale.
3. Achievement Test in Mathematics.

Findings
1. Emotional adjustment & family acceptance of the child have a positive significant correlation with achievement in mathematics.
2. Boys and girls differ in their Family Acceptance & Achievement but not in their Emotional Adjustment.
3. Rural & Urban pupils differ significantly in their Emotional Adjustment, Family Acceptance & Achievement in Mathematics.
4. Emotional Adjustment and Family Acceptance of the Child are effective factors contributing to Academic Achievement.

2.2 Related Studies - Abroad

Sample: 32 female and 31 male (IV, V, VI grade)

Tool: Children's Manifest Anxiety Scales
Deluty's Children's Action Tendency Scale

Findings

1. No significant gender differences in the frequency of life events.
2. Life events were significantly associated with heightened anxiety and tended to be associated with a pattern of increased aggression or submissive withdrawal among boys.
3. Girls reported more anxiety than boys at low level of stress.
4. The regression of anxiety on life events for boys and girls are separate.
5. In girls, variation in stress was not associated with any marked changes in adjustment.

2.2.2. Mc Guire, Donald. E. (2000) conducted a study on “Child centered group play therapy with children experiencing Adjustment difficulties”.

Sample: Experimental group - 15 kindergarten children
Controlled group - 14 kindergarten children

Tool: Child behavior check list
Self-control rating scale
Filial problem check list
Parenting Stress Index
Early Childhood Behavior Scale
Findings

1. The children of experimental group showed no significant improvement in self-concept.

2. The children with fewer adjustment difficulties were assigned to the control group.

3. Experimental group children exhibited no significant improvement in behavioral problems.

4. There is improvement in internalizing behaviors for both the experimental and control groups although not statistically significant as measured by CBCL - Parent Report.

5. The experimental group children are more likely to learn successfully and respond to traditional educational experiences without major changes to their education program.

2.2.3. Yvonne J. Kelly, (2001) conducted a study on ‘Birth Weight and Behavioral Problems in Children.

Sample: 5181 (aged 4 - 15 years)

Tool: Strengths and Difficulties Questionnaire (SDQ)

Findings

i) This study demonstrated that for boys birth weight is a specific independent risk factor for hyperactivity and in girls birth weight is a predictor of the quality of peer relationships.
ii) Parental smoking and maternal smoking during pregnancy have been reported as a risk factor for behavior problems.

iii) In the present study there were strong inter-relationships between lone parenthood, social class and mother's smoking status and all of these factors are related to poor behavior outcomes in children.

iv) Boys with lower birth weight having more behavioral problems compared with girls.

v) There are gender differences in cognitive development in children of low birth weights; boys may be more susceptible to pre-natal complications.

2.2.4. E. M. Scholte, (2002) conducted a study on Aggression and anti social behavior in Dutch School Children.'

Sample: 1243 pupils

Tool: Social Emotional Questionnaire (SEQ)

Findings

i) 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.

ii) Physical fighting is more popular among boys than girls.

iii) Lying, cheating and truancy are more popular among girls than among boys, in particular, during adolescence.
iv) The risk for ODD (Oppositional Defiant Disorder) CD (Conduct Disorder) are higher for the twelve to eighteen year old children than for the four eleven year old children.

v) The boys in both age (older and young) group run three to four times more risk CD related aggressive and antisocial behavioral problems than the girls.

**2.2.5. Thomas, G. O’ Connor, Jonathon Heron, Michael Beveridge, Vivette Glover, (2002)** conducted a study on ‘Maternal ante-natal anxiety and children’s behavioural / emotional problems at 4 years.’

**Sample:** 7448

**Tool:** Questionnaire (Crown-Crisp Index, a validated self rating inventory)

**Findings**

They found strong and significant links between ante-natal anxiety and children’s behavioral / emotional problems at age 4 years. Associations were found for a range of disturbances in children, and for both boys and girls. In most instances, the effects were maintained when antenatal, obstetric and socio-demographic risks were controlled for, together with measure of anxiety and depression in post-natal period. The most impressive finding was that elevated reveals of anxiety in late pregnancy were associated with hyperactivity in boys, and total behavioral / emotional problems in both boys
and girls, even when the effects of multiple post-natal reports of anxiety were controlled statistically. This suggests that the antenatal prediction is not mediated by a link between ante-natal and post-natal anxiety or depression but, as in the animal models, is due to a direct causal mechanism operating in the ante-natal period.

2.2.6 Luis Antonio Benvegnu, Anaclandia Gastal Fassa, (2005) conducted a study on ‘Work and Behavioral problems in children and adolescents.’

Sample: 3139 children

Tool: Child Behavior Check List for estimating B.P. (CBCL)

Findings
i) The prevalence of behavioral problems was higher among boys in the 10 - 13 years age group and lower among adolescent girls.

ii) Children who worked in domestic services showed greater prevalence of behavioral problems than those who did not work.

iii) The present study shows that beginning to work at an early age is an important risk factor for behavioral problems.

iv) Smoking and alcohol consumption were identified as independent risk factors.

2.2.7. Staff of FAST conducted a study on “Guide to effective programs for children youth”.
Sample: 100 students

Tool: Child Behavior Check List (CBCL).
Social Skills Rating System (SSRS)

Findings

1. Students who were offered the FAST program scored five points lower on teacher observed aggressive behaviors and four points lower on parent observed withdrawn behaviors than their matched comparison.

2. FAST students were rated as less withdrawn and more academically competent by their teachers.

3. No differences were observed between the FAST students and the control group on measures of reading and math.

2.3 Observations and Summary

Yadav, R.K. (1948) conducted a study on Emotional factors in problem children and found that home environment and drinking, smoking and gambling by parents also contributed to problems in behaviour among children. Bharathi, V.V. (1949) conducted a study on Anxiety in elementary school children. Anxiety in children effected the speech functions as well as the quality of language expressions. Passi, B.K. (1951) and group conducted a study on the role of anxiety in learning and academic achievement of grade iv boys and found that subjects with low intelligence and high anxiety did not improve in achievement up to the expectation as a result of induced anxiety. Karla. N. (1952) conducted a study on behavioural problems of children with a view to
understand behaviour disorder of their social background and found that emotional deprivation on the part of parents led to the problems of personality of the child. Puranik, G. A. Kundleys, (1976) conducted a study on educationally backward children and found that they have adjustment problems related to studies, teachers and examinations. Mishra. C. (1983) conducted a study on "Association of Locus of Control, Creativity and Educational Achievement of Urban, Rural & Tribal Children" and found that the internal locus of control subjects secured higher scores on creativity tests educational achievements than the external locus of control subjects. Bhatia, K.T (1984) conducted a study on "The emotional, personal and social problems of adjustments of adolescents under the Indian conditions with special reference of values" and found that a large majority of the boys and girls have friends of the opposite sex. Ahluwalia (1985) conducted a study on "Factors effecting achievement motivation" and found that academic performance was positively and significantly related to achievement motivation. Mansuri, (1986) conducted "A study of achievement motivation of students of std. V, VI, VII in relation to some psycho-socio factors" and found that the students with low anxiety level had more achievement motivation than those with high anxiety level. The interaction effect between grade and anxiety was not significant. Padhy, (1986) conducted a study on "Effects of Schooling on the Development of Logical Thinking & Adjustment among Elementary School Children" and found that there was significant effect of schooling and age on children's conservation
performance, conservation of quantity, weight, number, length, area & volume. Gaikwad, (1988) conducted a study on “A study of personality traits of elementary schoolchildren in relation to their mother’s marital adjustment and child rearing practices” and found that the well adjusted mothers were found using healthy child rearing practices, but the correlation coefficient failed to bring out any significant relationship. Rao, Lakshmi, (1988) conducted a study on “Effect of noise pollution on the behavior of school-going children” and found that students studying in the noisy areas showed significantly higher degree of academic anxiety, unsatisfactory adjustment educationally and emotionally and marked lower ability to concentrate. Noise did not effect the social adjustment but noise effected the hearing capacity the students as indicated by the audiometric tests. Swami Priyakant, (1989) conducted a study on “Adjustment, anxiety, self-concept and intelligence of orphan students living in orphanages as compared to normal students” and found normal students were better adjusted than orphan students. Sharma G.K. (1991) conducted a study on the adjustment problems faced by primary students of scheduled casts and scheduled tribes and found that more students always thought about themselves and worried about their families. Mona Mansour (2003) conducted a study on “Frequent school changes tied to Behavioral Problems” and found that mother’s perceptions of school quality were also lower for school mobile children compared to non-mobile children. Laura T. Balachand, Mathew. J. Gurka, James A. Blackman, (2003-04) conducted a
study on “Emotional Developmental and Behavioral health of America Children and their Families” and found 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. H.V. Vamadevappa (2005) conducted a study on “Impact of Parental Involvement on Academic Achievement” and found that there is significant difference between high achievers and low achievers with respect to parental involvement. Prof. V.V. Bharathi, Dr. K. Anuradha (2006) conducted a study on - "Relationship between mother’s educational qualification and children’s T.V. viewing behavior and found that Mother’s level of education was significantly associated with children’s TV viewing behavior. As the level of the education of mothers increased, children’s amount of TV watching per day decreased significantly. Nima. M. Joseph, Dr. G. Porgio. (2006) conducted a study on “Depression, Self-Acceptance and Scholastic Achievement of Tribal and Non-tribal High School Students” and found that depression among tribal high school students is higher than that of non-tribal high school students. P. Usha (2007) conducted a study on “Emotional Adjustment and Family Acceptance of the Child : Correlates for Achievement” and found that emotional adjustment & family acceptance of the child have a positive significant correlation with achievement in mathematics. Rabul Kalita, Dr. Rita Chopra conducted a study on “Adjustment Problems of Elementary School Children of Single Parent and Intact Parent Families” and found that
there is a significant difference in the emotional adjustment and social adjustment of the children of single parent and intact parent families.

*Michael A. Hoffman, Rachel Levy - Shiff Varda Ushpiz (1993)* conducted a study on “Gender differences in the relation between stressful life events and adjustment among school aged children” and found that Life events were significantly associated with heightened anxiety and tended to be associated with a pattern of increased aggression or submissive withdrawal among boys. *Mc Guirre, (2000) Donald. E.* conducted a study on “Child centered group play therapy with children experiencing Adjustment difficulties” and found that the children with fewer adjustment difficulties were assigned to the control group. *Yvonne J. Kelly (2001)* conducted a study on birth weight and behavioural problems in children and found that for boy’s birth weight is a specific independent risk factor for hyperactivity and in girl’s birth weight is a predictor of the quality of peer relations. *E.M. Scholte (2002)* conducted a study on Aggression and Anti social behaviour in Dutch school children and found that the children in primary school for special needs education showed more aggressive and anti social behavioural problems than children in regular primary schools. *Thomus G.O. Corner, (2002)* and his group conducted a study on maternal antenatal anxiety and children’s behavioural/emotional problems at 4 years and found that strong and significant associations were found for a range of disturbances in children for both boys and girls. *Luis Antonio (2005)* conducted a study on work and behavioural problems in children
and adolescents and found that children who worked in domestic services showed greater prevalence of behavioural problems than those who did not work. Dini. A. Smilde-Van den Doel, Cees Smit, and Judith .H. Wolleswinkel-vanden Bosch, (2006) Conducted a study on “School Performance and Social, Emotional Behavioral of Primary school children before and after Disaster” and found that 2 or 3 years after the disaster, a significant effect of disaster exposure was found on social and emotional behavior. Staff of FAST (Families and School Together) conducted a study on “Guide to effective programs for children youth” and found that FAST students were rated as less withdrawn by their teachers and more academically competent.

2.4 Linkage with the Present Study

The present study is going to concentrate on the behavioural problems and adjustment of primary school children. As we know that today’s children are the tomorrow’s citizens and any nation will have to depend upon those children. The growing years of a child are perhaps the most different that a family has, as those are the years in which a child comes to terms with various concepts of life like family belonging, discipline, social norms etc., these further lead to a child’s behavioural problems and adjustment. Child’s behavioural problems and adjustment are those where children show a permanent pattern of hostile, destructive behaviour towards oneself or towards the society. It is a major loss of social and other communicative skills. It may hinder the development of social or self care skills also. Lot of research was
done previously on some of the behavioural problems like aggression, anxiety, birth weight, work, adjustment, emotional factors, behavioural disorders of their social behaviour, stressful life, parental involvement, mother's educational qualifications, play therapy, family acceptance, self acceptance, depression, type of family, logical thinking, mother's marital adjustments, frustration, level of aspiration, noise pollution, academic motivation, academic backwardness etc., Only meager research is there on the impact of behavioural problems and adjustment on academic achievement of primary school children. So the researcher had felt the need to investigate the behavioural problems and adjustment of primary school children.

2.5 Conceptual Framework of the Research

According to Erikson's theory of child development, if a child successfully develops trust, he or she will feel safe and secure in the world. Caregivers who are inconsistent, emotionally unavailable, or rejecting contribute to feelings of mistrust in the children they care for. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable.

Erikson believed that learning to control one's body functions leads to a feeling of control and a sense of independence. In childhood, important events like gaining more control over food choices, toy preferences, and clothing selection. Children who can't deal with these are left with a sense of inadequacy and self-doubt. Children who fail in their power and control over the world through directing play and other social interaction, are left with a sense of
guilt, self-doubt and lack of initiative. Particularly in the middle childhood 7 to 9 years, children begin to develop a sense of pride in their accomplishments and abilities. Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful. Thus he raised the crises situations of that age group as industry vs inferiority.

According to Piaget's theory of cognitive development of child, the primary school children come under concrete operational stage. In this stage intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops and Egocentric thought diminishes. If the children are not to expose to varied concrete objects, they do not feel the necessity of image formation of those objects and thinking about them.

Piaget proposed a theory of moral development in the early 1930s. It was influenced by his cognitive theory. The first stage is known as premolar judgment and lasts from birth until about five years of age. In this stage, children simply do not understand the concept of rules and have no idea of morality, internal or external. The child has a poor conception of other people's consciousnesses and is incapable of carrying out complex mental operations, it is impossible for them to have a sense of morality. The second stage is called moral realism and lasts from the approximate ages of five to nine.
Children in this stage now understand the concept of rules, but they are seen as external and immutable. Children obey rules largely because they are there. Since a rule tells you what you’re not supposed to do, moral realist children evaluate wrongdoing in terms of its consequences, not the intentions of the wrongdoer.

The sample of primary school children was taken from private schools and more of government school. As most of the children both in rural and urban areas, joining government schools and heir from either poor or poorest of the poor families. They do not have neither academic atmosphere nor help from the members of the family at home. Hence there is a every possibility of clarity of the stimulation apart from the school. They may not be academically oriented even though they have enthusiasm and energy to learn new things.

2.6 Conclusion

In this chapter the related studies on behavioural problems and adjustment of primary school children were reviewed. In the next chapter the researcher is going to present the plan, procedure, tools, techniques and methods used to continue the investigation.