



A CRITICAL STUDY ON HABIT PROBLEMS EXIST IN PRIMARY LEVEL STUDENTS

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‘Children are King of their own Mind’

- Anonymous

ABSTRACT

In the present study, the investigator has tried to study the existing habit problems among students studying in elementary level. A standardized questionnaire has been used for the sample to collect information from teachers, children, and their parents. The assessment study revealed that, majority of students have habit problems and the problems differs significantly with children studying in different standards or classes. It is also found that, gender has no impact on habit problem and all students shown habit problems up to same extent. Social status of mothers put impact on their children’s behaviour. It is seen that, children belong to working mother shown less habit problems. Therefore it is concluded that, family members close to the child and persons from outer worlds should be given orientation training to get some idea to handle children carefully. The government and other stake holders should heed on it.

Key words : Awareness, Challenging Activities, Habit Problems, Gender, Primary Level.

INTRODUCTION

Children normally expose to various experiences from the moment of their birth. Their learning becomes necessary for their life. Starting from home environment, they slowly enhance their learning circle to the world outside their home environment. Learning process of children totally depends on their close surrounding where they are living and specifically depends on their family members. All activities and behaviours of family members and also the family environment put impact on the behaviour of the concerned child. Problematic behaviours develop in many children if negative environment and unsocial situations experienced by them, which affect their all-round development. Problematic behaviours in primary level children are common. It is too

difficult for their parents or early childhood care professionals to identify these challenging activities in them. In the present study, I discussed about some common behaviour problems seen among primary level children and awareness of their parents regarding such activities.

SIGNIFICANCE OF THE STUDY

The greatest concern among parents and early childhood care professionals in the field of child development is to identify the challenging activities exist in children and to apply appropriate treatment to mitigate such problematic behavioural problems as early as possible before it affects their development. Such intervention skill training is neglected in the modern educational system, which encouraged the investigator to select the concerned area for study. The research focused on the habit problems exist in primary level children.

STATEMENT OF THE PROBLEM

The statement of the problem plays an important role to demarcate and formulate the problem to be studied. The present problem is titled as 'A Critical Study on Habit Problems Exist in Primary Level Students'.

OBJECTIVES OF THE STUDY

The present study intended to study the existing habit behavior problems in children studying in primary level of the educational system. The objective of the study is as below.

1. To study the existing habit problems in primary level students

HYPOTHESIS OF THE STUDY

1. There is no significant difference in habit problems in primary level children with respect to their standard
2. There is no significant difference in habit problems in primary level children with respect to their gender.
3. There is no significant difference in habit problems in primary level children belong to working and non-working mothers.

DELIMITATION OF THE STUDY

The present study was delimited to following criteria.

1. Students were purposively selected from standard I, II, III, & IV.
2. Primary School (Anatira), Primary Nodal School (Kumarpur), Primary Nodal School (Barapur), Primary Nodal School (Sara-Pokhari) and Primary School (Jireigadi) of Basudevpur block under the Bhadrak district of Odisha were taken for study.
3. All students belong to Odia medium schools only.

METHOD OF THE STUDY

Research is a systematic study for collecting depth knowledge regarding the problem in hand. The stages of the study comprises of data collection, data analysis, a findings of the study, and the conclusion.

Sample of the study

Total 48 students were selected using purposive sampling method. 12 students were selected from each of the standard I, II, III, and IV; out of which 06 were girls and remaining 06 were boys.

Context of the Study

The researcher focused on the habit problems exist in children. She considered habit activities like 'Bed wetting', 'Eating', 'Encompresis', 'Hair twirling', 'Nail biting', 'Nose picking', 'Thumb sucking', and 'Tics' for her study.

Procedure for Sample Study

In the present study the scholar aimed to study the existing habit problems in primary level children. "Rutter's Teachers Performa" is a screening instrument normally used to detect common behavior problems in children. The tool is referred for the study. A questionnaire was given to the parents and teachers of the sample students. The questionnaire contains nine (9) questions on habit & eating problems. Another questionnaire involved in behavior problem includes educational qualifications, types of families and 'any other' residing with, which focus the personal and family background data. The questionnaire consists of thirteen (13) questions and points given were one (1) and zero (0) for 'Yes' and 'No' respectively.

RESULT AND DISCUSSION

1.0 Analysis of Habit Problem exist in Primary Level Students w.r.t. their Standard

Object wise assessment of existing habit problems in primary level children with respect to their standard, was done using 'Rutter's Teachers Performa' and assessment results analysed. The data in respect of analysis of assessment scores of over all samples were obtained with respect to their standard, analyzed with the help of t-test and results are given in the table -1 below.

Table – 1.1
Analyses of Standard-wise habit problem Scores exist in
Primary Level Students

Source of variance	No	df	SS	MSS	F- value
Standard of students (k)	04	03	28.729	9.576	5.262 **
Total Sample Students (n)	48	44	80.083	1.820	
Total			108.812		

** Significant at 0.01 level

It is found from the above table that, the calculated F-value for the mean scores obtained from existence of habit problem in primary level children (5.262) is greater than the critical table value (4.26) with the degree of freedom (3, 44) at the level of 0.01. It indicated that, the F- value is significant at the level of 0.01. This means that, the mean habit problems scores of four standards children differ significantly. It refers that habit problem among children with various standards differed significantly. In the light of this the hypothesis that, 'there is no significant difference in habit problems in primary level children with respect to their standard' is rejected. Therefore, it is concluded that habit problems among primary level children with different standards differs significantly.

Further analysis is done to find out to which standard students shown more habit problems, the researcher implemented t- test to find out the highly significant standard. The results of this analysis have been given in following section.

1.1 Summary of Standard wise Habit Problems Scores among all Sample

The data in respect of analysis of assessment scores obtained from the children studying in the primary level done with the help of t-test and results are given in the table - 1.2 below.

Table 1.2
Standard wise Analysis of Habit Problems Exist in
Primary Level Students

Sample Standard	No	d.f	Mean	SD	Calculated t - values		
					II	III	IV
I	12	22	5.917	1.164	1.608*	1.696*	2.572***
II	12		5.000	1.595	-	0.142 ^{NS}	2.159**
III	12		5.083	1.234	-	-	2.656***
IV	12		3.750	1.215	-	-	-

* : Significant at 0.1 Level

** : Significant at 0.05 Level

***: Significant at 0.01 Level

^{NS} : Not Significant at any Level

The standard wise analysis resulted that, the calculated t-value (1.608) between the students studying in Std - I & II is greater than the critical table value (1.321) with the degree of freedom 22 at the level of 0.1. It indicated that, the t- value is significant at the level of 0.1. It means that, the mean habit problems scores of std- I & II students differ significantly. It refers that challenging activities among students studied in standard - I & II differed significantly. Therefore, it is concluded that the challenging activities among children studying at standard – I & II differs significantly. The mean score indicated that standard – I students have more habit problems than standard – II students.

The calculated t-value between the students studying in Std – I & III is (1.696) is grater than the critical table value (1.321) with the degree of freedom 22 at the level of 0.1. This means that, the mean challenging activities scores of standard I & III differ significantly. Hence, it is concluded that standard – III students performed better and have less habit problems in comparison with standard – I students.

It is revealed from the analysis of habit problems exist among primary level students studying in standard – I & IV that, the statistical t-value (2.572) is greater than the critical table value (2.508) and hence

is significant at the level of 0.01 with degree of freedom 22. It means the standard – IV students have significantly less habit problem in comparison with standard – I students.

In the light of all these results found it is clear that, the null hypothesis '*there is no significant difference in habit problems in primary level children with respect to their standard*' is rejected'. Therefore, it is concluded that habit problems among primary level children reduces in a significant manner with respected to their standards.

Interestingly, the mean habit problems scores obtained from standard – II is slightly less than standard – III students and the calculated t-value (0.142) is not significant, since it is less than the critical table value at any level with degree of freedom 22. It indicates that the habit problems between did not differ significantly. In the light of this the null hypothesis, '*there is no significant difference in habit problems in primary level children with respect to their standard*' is accepted. Therefore, it is concluded that habit problems exist in primary level children irrespective of their standards.

The analysis of mean scores obtained from standard – II & IV revealed that, the critical table value (2.074) is smaller than statistical t-value (2.159) and hence is significant in the level of 0.05 with degree of freedom 22. It indicates that the mean habit problems score differ significantly. It means that, students from standard- IV have significantly less habit problems than students studying in standard – II. In the light of this, the null hypothesis '*there is no significant difference in habit problems in primary level children with respect to their standard*' rejected. Therefore, it is concluded that habit problems among primary level children reduces in a significant manner with respected to their standards.

The calculated t-value (2.656) between the students studied in the standard III & IV is grater than the critical table value (2.508) at the level of 0.01 with the degree of freedom 22 and hence is significant. It refers that, the habit problems between the children studying in standard III & IV differ significantly. It means that, the habit problem of standard – IV students is significantly less than the students studied in standard – III. In the light of this the null hypothesis, '*there is no significant difference in habit problems in primary level children with respect to their standard*' rejected. Therefore, it is concluded that habit problems among primary level children reduces in a significant manner with respected to their standards.

2.0 Analysis of Habit Problem exist in Primary Level Students w.r.t. their Gender

Object wise assessment of existing habit problems in primary level children with respect to their gender, was done using 'Rutter's Teachers Performa 'and assessment results discussed below in detail.

Table -2.1
Analyses of Gender-wise Habit Problem Scores Exist in
Primary Level Students

Gender	No	d.f	Mean	SD	t- value
Boys	24	46	4.083	1.424	0.096 ^{NS}
Girls	24		4.125	1.613	

^{NS} :*Not Significant at any level*

The result revealed that, the calculated t-value for analyzing the habit problem is smaller than the critical table value and hence, is not significant at any level with degree of freedom at 46. It indicates that the mean habit problem did not differ significantly. It means that, all primary level students shown habit problem up to same extent during the assessment. In the light of this, the null hypothesis '*there is no significant difference in habit problems in primary level children with respect to their gender*' is accepted. Therefore, it is concluded that majority of students studying at primary level, have habit problems.

3.0 Analysis of Habit Problem exist in Primary Level Students belong to working and non-working mothers.

Object wise assessment of existing habit problems in primary level students belong to working and non-working mothers, was done using 'Rutter's Teachers Performa 'and assessment results discussed below in detail.

Table -3.1
Analyses of Habit problems Exist in
Students Belong to Working & Non-working Mothers

Type of Mother	No	d.f	Mean	SD	t- value
Children of Working Mother	24	46	3.750	1.152	1.660*
Children of Non-working Mother	24		4.458	1.744	

* : *Significant at 0.1 Level*

It is revealed from the analysis of habit problems exist among primary level students belong to working and nonworking mothers that, the calculated t-value (1.660) is greater than the critical table value (1.300) and hence is significant at the level of 0.1 with degree of freedom 46. It means the students belong to working mother shown significantly less habit problem than students belong to non-working mothers. It indicates that children from working mothers have less habit problems. In the light of this the null hypothesis that, '*there is no significant difference in habit problems in primary level children belong to working and non-working mothers*' is accepted. Therefore, it is concluded that the children belong to working mothers have less habit problems than the children belong to non-working mothers.

FINDINGS OF THE STUDY

Objective wise finding of the study were discussed below:

- 1.0** It is concluded from the study that, habit problems among primary level students with different standards differs significantly.
- 2.0** The researcher implemented t- test to find out the highly significant standard. The results of this analysis have been given in following section.
 - 2.1** It is seen that the habit problems among children studying at standard – I & II differs significantly. The mean score indicated that standard – I students have more habit problems than standard – II students.
 - 2.2** The mean challenging activities scores of standard I & III differ significantly. Hence, it is finalized that standard – III students have less habit problems in comparison with standard – I students.
 - 2.3** The habit problems between the students studying in standard III & IV differ significantly. It means that, the habit problem of standard – IV students is significantly less than the students studied in standard – III.
 - 2.4** From the study it is found that, the standard - IV students have significantly less habit problems in comparison with standard – I students.
 - 2.5** Therefore, it is concluded that habit problems among primary level children reduces in a significant manner with respected to their standards.
- 3.0** The gender wise analysis of habit problems among primary level students is done and the result revealed as below.
 - 3.1** The mean habit problem did not differ significantly. It means that, all primary level students shown habit problem up to same extent during the assessment. Therefore, it is concluded that majority of students studying at primary level, have habit problems.
- 4.0** Analysis of Habit Problem exist in Primary Level Students belong to working and non-working mothers.
 - 4.1** It is found that the children belong to working mothers have less habit problems than the children belong to non-working mothers.

CONCLUSION OF THE STUDY

Challenging activities develop in majority of children from their family members and persons close to them. Most of the parents ignore these activities exist in their children. In the later stage, these problematic activities put impact on the children's all-round developments. Therefore, family members close to the child and persons from outer worlds should be given orientation training to get some idea and be conscious to handle their children carefully. The government and other stake holders should heed on it.

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