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DEVIATIONS IN BEHAVIOR FROM THE PATTERNS
SET BY HOME AND SCHOOL OF ELEMENTARY
SCHOOL CHILDREN

By

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A Thesis

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To
Father and Mother

BIOGRAPHICAL SKETCH

The writer of this thesis was born in Damascus, U.A.R.,
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She had her elementary and secondary school training in
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CHAPTER I

INTRODUCTION

This investigation was concerned with deviations in children's behavior from the patterns set up by home and school. The need for such a study was evidenced by the seeming lack of understanding of children's behavior on the part of many parents and teachers.

Parental expectations in child behavior seem to differ from the developmental point of view. The socially acceptable patterns of child behavior according to parents and teachers known by the writer seem to be different from the findings in child development research. Many children seem to become emotionally upset because of their feeling of being misunderstood by adults. To children experiences of parental disapproval often seem unjustifiable. Therefore parents and teachers are in need of honest guidance more nearly in terms of its meaning, rather than in terms of parents' and teachers' wishes or activities. A child is not a problem in the special sense of the word, if on the whole his behavior is suitable for his age, or appropriate to the situation in which he finds himself.

Purpose of the Investigation:

The investigation was designed to provide answers to four main questions:

First, what kinds of behavior difficulties of elementary school children do parents and teachers classify as troublesome?

Second, in what respects do parents' and teachers' judgments of children's behavior differ from each other and from scientific findings?

Third, in what ways do parents and teachers help children change their behavior?

Fourth, what effects do parents' education have upon their children's behavior?

The basic assumption of these four questions is that children seem to become emotionally upset because of their feeling of being misunderstood by adults.

From the standpoint of method, the study is of particular interest since interviews were held with mothers and teachers of the thirty children in an elementary school.

Clarification of Terms:

Throughout this writing deviation means non-conformity to expectations set up by parents and teachers. Pattern in this writing means a set of established rules or standards that might be considered as an example worthy of imitation.

Limitations:

The scope of this investigation was limited to the behavior deviations of thirty children living in Ras Beirut, reported by the mothers of these children and six of their teachers who were especially interested in them.

CHAPTER II

REVIEW OF LITERATURE

It is no wonder that parents and teachers are becoming more concerned about children's behavior. In recent years they have been flooded with information about how children behave. Research in child development has progressed rapidly; aided by contributions from the fields of the child psychiatry and child guidance, "the results are still uneven, with many areas still to be exposed." Now most parents find themselves caught somewhere between two extremes; they tend on the one hand to look upon their children's difficult behavior as signs of serious maladjustment, on the other they tell themselves that all children behave in this way and that they will outgrow it in time.

"To day the success of the youngsters, rests with their parents, how does one give children emotional security. Is love enough? is it humanly possible to love these bewildering, disappointing, frustrating youngsters all the time? and the honest will answer sometimes but not always."¹

Wherever there are adults and children there are problems of discipline. The basic problem of discipline is how to help the children develop reasonably mature. It is known that characters and personalities are developed and achieved over the years. "This is due to the plasticity of human nature and to the continuous possibility of change and development." Discipline helps develop

1. Sidonie M. Gruenberg, Our Children To-Day, pp. 133-134.

character; this does not mean that the more discipline a child has, the better character he will develop. It is not a question of strictness or lenience. Discipline means: instruction, training, guidance, regulation, and punishment. "Expecting too much too soon is the commonest mistake." Being disciplined in most cases means the child is required to do what he does not want to do.¹

Too much conformity and too good behavior are often a defence against inner anxiety. The youngster has to be especially good to avoid being what he considers bad. "Yet what he considers bad is merely being normal, he finds that merely being obedient and good no longer is sufficient to keep him comfortable, he adds many bitter meaningless sets or rituals to his pattern of living in an attempt to control his feelings."² The answer to the problem of compulsiveness lies in helping young people see the normality of their impulses, "encouraging them to accept these impulses, and helping them set up more attainable standards of behavior." Children should act in a way that is suitable to the situation; their behavior is the expression of their normal needs; it is the response to the many complex factors of their physical and social environment.³

Every age has new problems and growing people should not be disheartened, "because growth is not a steady march onward and upward". Children have their ups and downs; they advance a little and drop back. A child may appear serious and casual, and yet sometimes wants a hug and a kiss every now and then.⁴

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1. Sidonie M. Gruenberg, Our Children To-Day, pp. 125-131.
 2. Spurgeon English and Stuart Finch, Emotional Problems of Growing up, pp. 35-40.
 3. Ibid., pp. 28-52.
 4. James L. Hymes, Understanding Your Child, pp. 26-31.

Parents should not expect to be able to explain complicated problems of behavior, they should not try to diagnose them themselves. If they are troubled about their children, they should look for expert guidance and try to understand the child. For example, if he gives up his infantile ways and childish satisfactions it is only because he gains in their places new satisfactions which support his discomfort and deprivation. Children should not be pushed too fast nor left alone too long. All mothers and fathers cannot be expected to give their children the same guidance and support.¹

"The type of conduct approved by society is usually that which does not annoy many of its members, the conduct which meets disapproval is that which brings the individual in conflict with society." A child who is restless, overactive and has lack of concentration is apt to be considered a problem child by parents, and these symptoms cause concern, while on the other hand, the child who is quiet, reserved, obedient and well-mannered, who plays by himself or clings to his mother, and who is inclined to be introspective, is looked upon as being self-reliant. It may be that the causes which keep this quiet child from getting into conflict with his environment should be considered seriously so far as his emotional health is concerned. It is the normal, and natural thing for a child to assert his independence. Let him try and fail, he will learn by mistakes. It is tremendously important that parents make every effort to understand the motives for the conduct of their children.²

1. Sidonie M. Grusenberg, Our Children To-Day, pp. 214-216.
2. James L. Hymes, Understanding Your Child, pp. 30-34.

Many adults feel that the rules and regulations they set for children and the demands they make upon them are entirely right and proper. If the child rebels against them, he is immediately labelled a "problem". But adults can be and certainly often are wrong. In relation with children, there need to be a sincere and honest effort on the part of parents to remain tolerant toward new points of view and to remain flexible in setting standards. Imposing rules and standards on children that are too different from those imposed on their friends results in unhappiness and rebellion. Demands of the generation should be considered.¹

To change behavior, persuasion will not do it, nor will threats, punishments, rewards and bribes. Parents and teachers need to reach within the youngster, in his very being, to his particular way of growing. To-day most teachers realize that classroom behavior problems grow out of emotional conflicts. Anytime classwork does not appeal to a child's interest, he is likely to amuse himself in ways which become disrupting to classroom routines. The teacher needs to be strong enough to maintain leadership. If the child's school work is neither too difficult nor too easy for him, and that the teacher is capable and kindly, misbehavior in school might be a symptom of emotional conflicts outside the school, but the school has the responsibility for helping him.²

Talking is the modern way of helping children change certain behaviors, but still many feel they have to be harsh on children or

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1. Spurgeon English and Stuart Finch, Emotional Problems of Growing up, pp. 40-42.
 2. Leigh Peck, Child Psychology, pp. 367-374.

else they are not good disciplinarians; a stiff punishment is the answer. This is wrong; many times talking and easy punishment does it. Strong words, threats, punishments are sheer waste of effort, because the real cause is not touched. Causes of troubled behavior are various, and each kind of difficulty responds best to a different treatment, what is right for one is wrong for another.

Learning to take the consequences of one's behavior is part of the child's discipline, and parents should be careful that the penalties they impose fit the age and the misdeeds, they need weigh the situation that calls for punishment. So long as parents punish, they are dealing with the result instead of the cause which brought it about. The dangerous punishments are those that increase fear, anxiety and guilt, for this reason it is unwise to use threats, force, fear, sarcasm and to compare a child unfavorably with another. It may be destructive to let children do everything they want to do; then the child becomes anxious and afraid of his own aggressions; a certain behavior can be disapproved without disapproving of the child. One of the most important lessons to teach children is that adults too, make mistakes and get angry.

A child should also suffer when he misbehaves, but it is to be remembered that a child misbehaves because he suffers, so the cause of his misbehaving needs to be recognized, and if he is punished for the act, insult is alleged to injury. In early times punishment meant to free the spirit of revenge that activated the adult. Now

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1. James L. Hymes, Understanding Your Child, pp. 104-108.
 2. Sidonie M. Gruenberg, Our Children To-Day, pp. 133-134.
 3. Dorothy W. Baruch, New Ways in Discipline. You and Your

punishment aims to correct and as an aid to education. By following rigid discipline, the child's natural instincts are repressed. Now psychologists move along the line of prevention; this helps adults to study the causes of difficulties.

Parents and teachers are sometimes responsible for misbehavior on a child's part which will eventually bring him into conflict with established standards, and subject him to consequent punishment. For example, the child who has to excel in his work at school and if not, he will be punished, will be impelled to cheat.¹ Children sometimes do bad, troublesome or annoying things simply because they do not know any better way.

Children's good behavior is not to be bought; they should see the sense of it themselves; good behavior should not be a threat to them. They have to believe in it themselves.² Mothers, fathers and teachers must bear in mind that "the child has an emotional life and the conduct of the child is simply his reaction to his environment", they need to avoid bribing and not make promises which they know they cannot do or do not intend to keep. The child is quick to realize if he is being cheated or deceived.³ It is this inconsistency in discipline that keeps the child in an upset state of mind; this results from having conflicting ideas about the way to train children. "One day mother allows his inhaled request to drop unnoticed, while on the next she may take time from her work to administer swift and sure punishment."⁴ One needs to distinguish between the child and

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1. Benjamin Gruenber, Guidance of Childhood and Youth, pp.9-12.
 2. James L. Hymes, Understanding Your Child, pp. 165-169.
 3. Douglas A. Thom, Everyday Problems of the Everyday Child, p.40.
 4. Douglas, A. Thom, Everyday Problems of the Everyday Child, p. 120.

his faults, and treat the fault as something accidental which can be removed; it is not good also to lecture the child about the punishment to be inflicted on him, because "lectures on right and wrong are generally too abstract for the child's comprehension."¹

Parents and teachers are uncertain of their roles in their children's lives, should they be strict, or must they yield to the demands of youth? No clear, serviceable moral values have yet become generally accepted.²

Interest and love alone are not enough to insure success in handling problems during the child's early years, knowledge of child development is essential.

To solve problems, parents and teachers should approach the child and have the ability to see things from the child's point of view,³ "to have an equalitarian attitude, a genuine desire to help, respect for the child and try to minimize the handicap,"⁴ no matter what the children's age, grade or how mature; they are still inexperienced. Parents and teachers have the responsibility of building the children's personality, because they are the ones who are confronted with the problem of dealing with young individuals whose emotions are varied and constantly in change.⁵

The attitude of permissiveness that parents follow represents an exaggerated swing away from the old idea of strict and authoritative discipline. It is rather a close relationship through which

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1. James L. Hymes, Behavior and Misbehavior, p. 19.
 2. Douglas A. Thom, Everyday Problems of the Everyday Child, pp. 209-296.
 3. Ibid., p. 120.
 4. Benjamin, Gruenberg, Guidance of Childhood and Youth, pp.10-13.
 5. Sidonie M. Gruenberg, Our Children To-Day, pp. 147-154.

they share experiences with their children, change and grow together. Children need their parents, not as dictators or as playmates, but as friendly leaders who can help them on their way. The stern and rigid father is not infrequently the creator of the child who feels inferior and inadequate. The parent who is quick tempered and erratic in disputing discipline, is equally responsible for the personality deviation in his children.¹

"Children may be expected to act in terms of their general make-up or temperament; the question of make-up or temperament is itself far from clear, especially as scientists have not been able to agree on how far it is due to heredity and how far it is influenced by environment." The tendency to put more emphasis on the environment has put an additional burden on parents and teachers.² It is important to see whether a child is behaving, not just as other children do at some time or other, but in a way that is suitable for his age; this needs an understanding of the stages of development concerning physical, emotional and social changes in adjusting the demands of the world in which he lives. It is necessary to know not merely what children do at various ages, but also to know more of the reasons why they do so. "The field of abnormal deviation is a specialty in which expert skill is needed, to diagnose basic conditions, and to evaluate the continuous interplay between the physical and emotional factors involved."³

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1. Sidonie M. Gruenberg, Our Children To-Day, pp. 37-40.
 2. Ibid., pp. 217-220.
 3. Ibid., pp. 212-214.

Parents and teachers carry a "textbook" around them every minute, it is themselves, their memory, they think back of what they did when they were six or eight or ten years old. They are humans, that means they all did many of the same things, the good and the bad. One cannot be a good teacher or a good parent unless he has a strong memory to dig out his own childhood. This is the difference between a teacher who is a professional and the one who is not very skilled in working with youngsters. When one wants to inquire about a child's behavior, he should have in mind that all youngsters at about this age are doing the same thing and that the controlling center is inside the youngster, the environment in which he is living, and his parents. It means it will not last for ever and that it is an important and essential part of his growing up, it may be bad, but this is the step in the whole process and it has its place in the human design.

Some of the most common problems that certain parents and teachers are overconcerned about are not as serious as they are considered. But they are only existing because children pass through certain stages where they meet difficulties in adjusting to the requirements of society and culture: Following the general treatment of difficulties of children's behavior specific problems warranted further exploration: disobedience, aggressiveness, jealousy, destructiveness, temper tantrums, nervous habits, shyness, and negativism.

1. James L. Hynes, Understanding Your Child, pp. 105-107.

Obedience implies submission to the control of others; the "others" to whom it is referred in speaking are parents and teachers. Mere submission to parental authority may prove to be an attitude harmful to the child in later life. However, obedience is a necessary element in scaring children, necessary for their protection and welfare and security, but it should not be looked upon as an end in itself; it is a means for an end, and that end is self-controlled. The parental attitude that demands obedience at all costs leads to the use of unfair measures which leads parents to lose all their finer feelings that should exist in the parent-child relationship.¹

There is a conflict between the child's demand for freedom and the community demand for discipline; this conflict shows itself in the form of disobedience or repression. The child knowing nothing about the said needs and having no idea about the complexities that are around him, continues his own activities without any concern. The problem is not of choosing between having the child to his own resources or forcing him to adopt conventions; but a problem of utilizing the child's impulses and interests so that he can control himself. Every child must be conformable to law yet free in some respect. A certain amount of compulsion is necessary in order that the child may be "fitted not only for the tasks of manhood or womanhood but for the position of a useful citizen in a society; where every one conforms to the expressed will of society."

Too many rules and too strict discipline are not conducive

1. Douglas A. Thom, Everyday Problems of the Everyday Child, pp. 116-117.

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to true obedience, they lead to faults, indecisions, jealousy and fear which further leads to the disturbance of the emotional balance of the child. "Disobedience may be looked upon as a form of self-assertion that is misplaced." If the child has confidence in the person demanding obedience and if he desires his approbation, he will not find it hard to postpone the pleasures of the moment for the more permanent satisfaction that follows obedience.² For example, a child is much less likely to feel rebellious inside him if orders are associated with a pleasant voice. A voice can be pleasant and at the same time sound certain. Another factor also is to make sure that the child heard the request; some parents become nervous if at the first demand children do not respond.³

"The child will learn obedience by experience and not by any process of moralization because moralizing with a nonconforming child does little or no good." Whether children are obedient or disobedient depends to a great extent upon the standards and requirements of the environment, and the attitude of those in authority, parents and teachers, must take time to evaluate the importance of the innumerable things for which they are demanding obedience, and to bear in mind that they are attempting the impossible in their efforts to attain obedience.⁴ Finally it is not to say that obedience is always present; any child who has had the opportunity to be a real person will occasionally disobey.⁵

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1. Benjamin Gruenberg, Guidance of Childhood and Youth, pp.1-8.
 2. Douglas A. Thom, Everyday Problems of the Everyday Child, pp. 117-118.
 3. Sidonie H. Gruenberg, The Encyclopedia of Child Care and Obedience, p. 380.
 4. Douglas A. Thom, Everyday Problems of the Everyday Child, pp. 117-119.
 5. Sidonie H. Gruenberg, The Encyclopedia of Child Care and Obedience, p. 380.

Aggressiveness is an essential ingredient of personality and not as regarded by some people as a sign of maladjustment. It takes the form of an inner urge to grasp and fight for one's own desired kind of activity.¹ Aggressive behavior appears only when something happens to keep a child from achieving some goal. In other words, "aggressive behavior results when a child displays anger or other aggressive behavior if crossed by things as well as if frustrated by people."²

The aggressions may be through direct attacks against the frustrating persons, or may be displaced to innocent objects if the circumstances inhibit overt aggression. An experiment by Sears, Hooland and Miller, "designed to study the results of aggressiveness shows that the aggression shown by the subjects on which the experiment was applied was unmistakable and was directed mainly against the experimenters."³ The real causes of aggressiveness might be a display of anger or jealousy or disobedience; these are primarily attention-getters. Aggression should not be repressed but redirected in a more constructive way.⁴

It is not bad for a child to strike back, to struggle and fight, if in this way he moves forward. He cannot be allowed to destroy, but there is no reason why he cannot protest in other ways;

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1. Sidonie M. Gruenberg, The Encyclopedia of Child Care and Obedience, p. 50.
 2. M. Breckenbridge and L. Vincent, Child Development, p. 452.
 3. Laurance Shaffer and Edward Shoben, The Psychology of Adjustment, pp. 101-102.
 4. M. Breckenbridge and L. Vincent, Child Development, pp. 452-454.

eventhough some of these are noisy and inconvenient. A child can be too aggressive and expresses his aggressiveness in ways that an extreme, such a child probably needs kindly understanding. On the other hand, too little aggressiveness is also troubling because it is not natural for a healthy child to be always perfect, obedient and docile; some rebellions every now and then are always expected.¹ The results of a study made by Charles T. Meyer shows that aggression is "positively associated with two features of parental behavior: friction about disciplinary matters and discord in the home and related to a lack of parental closeness, understanding, responsiveness and democracy."²

In every crisis, big or small, parents must remember: a) that the child needs and shows his needs for extrareassurance, b) that misbehavior is the result of his worry. By punishing him, he will only convince himself that he has lost his parents' affection, c) that these crises are not unusual and it is the parent's mishandling of the misbehavior that causes trouble.³ "Aggressiveness in a child is not something for parents to fear or repress, it is an essential quality of a competent, self-reliant and self-confident individual."⁴ Normally mature and normally self-confident behavior depends upon the child's developmental level, and upon the particular situation in which he does his fighting or the losing of his temper.⁵

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1. Sidonie M. Gruenberg, The Encyclopedia of Child Care and Obedience, p. 52.
 2. Laurence Shaffer and Edward Shoben, The Psychology of Adjustment, p. 436.
 3. Mary and Laurence Frank, How to Help Your Child in School, pp. 137-138.
 4. Sidonie M. Gruenberg, The Encyclopedia of Child Care and Obedience, pp. 52-53.
 5. N. Breckenbridge and L. Vincent, Child Development, p. 456.

Feelings of jealousy nearly exist in every one; they grow out of a natural wish to assert one's self, to be recognized, to win admiration and love. It is generally felt toward a brother or sister, and also arises between children in school and between classmates and playmates.¹

A certain amount of sibling rivalry is inevitable even under the best of circumstances.² Making comparisons between children at home is a harmful way of trying to make children behave. Sometimes brothers and sisters get along happily until they suddenly discover that the other brother or sister is receiving attention at home because he does the kinds of things his parents value.³ Often the older child may feel that his younger brother is more beloved by his parents and that he is inferior and does not deserve his parents' attention. Or perhaps the smaller feels inferior, by seeing the older brother or sister excelling and given other privileges.⁴

However, jealousy may be prevented or reduced by never comparing a child with another and by not stressing on the prettiness

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1. Sidonie M. Gruenber, The Encyclopedia of Child Care and Obedience, p. 503.
 2. Leigh Peck, Child Psychology, p. 355.
 3. Mary and Laurence Frank, How to Help Your Child in School, pp. 152-153.
 4. Leigh Peck, Child Psychology, p. 355.

of one child and his abilities and ignoring the other.¹ It is a mistake to use rivalry as a whip, and it never serves as a cure to the problem of jealousy. To master jealousy a child needs a confidential approach from adults, "love and recognition. If these things are provided, they help the child to compete in a healthy way." Jealousy has its positive aspect as a spur toward better achievements, for example, the younger child may try to imitate the older one in his duty and therefore will have his bad habits of gaining more appraisal.²

Rarely do we find a child who is willfully and wantonly destructive. "Destructiveness may be due to jealousy, anger, or perhaps some vague, intangible mental conflict, or possibly to some new and rather trivial environmental situation in which the emotional reaction has been excessive." It should be kept in mind that much of the activity which is looked upon by the adult as being of the destructive type, to the child is essentially constructive. "The child whose curiosity is not stimulated by the ticking of a watch, the ringing of an electric bell, the electric tauster and all the mechanical devices with which he comes in daily contact, is very apt to be dull and uninteresting."³

Children who destroy are divided into two main groups: those who do it innocently or unintentionally and those who do it deliberately with malice. Of those who destroy unintentionally, there is the child who has no respect for anything. The clumsy child who touches an article and it breaks, demolishes without seeming regard. Help

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1. Leigh Peck, Child Psychology, p. 356.
 2. Sidonie M. Gruenberg, The Encyclopedia of Child Care and Obedience, p. 303.
 3. Douglas A. Thom, Everyday Problems of the Everyday Child, pp. 182-190.

is what he needs, not scolding; the cause might be slowness in development. To the strong child who always bears witness to his muscular vigor, a constant reminder may be necessary. Of the second group there is the curious type; for example, a child will undo a watch, remove door handles, tear paper and material. The way it is put together are what interest him, such a child should be helped to fix up what has been damaged, but without scolding.¹

Jealousy means destructive incentives. It may be the arrival of a new baby which means that the mother is very busy, while at the same time the new baby is receiving all those tender affections. Children become destructive when at home parents are too demanding, keeping appointed mealtimes, coming home, going to bed, starting work, stopping play. All these demands seem to be hard to accept and are badly received.²

There is also the child who destroys for the sake of destroying; something has gone wrong in this child's growing up, and the parents should detect the reason behind such behavior.³ Parents and teachers should always bear in mind that destructive behavior is a material phase of development, and it is a healthy desire to experiment by satisfying the curious child who wants to know the inside of things and wants to find out how they are made. The child also gains real sensual or muscular pleasure out of destroying, tearing paper,

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1. Department of National Health and Welfare.
 2. Sidonie M. Gruenberg, Our Children To-Day, pp. 142-143.
 3. Department of National Health and Welfare.

banging things with a hammer. External destructiveness may be a way of reducing internal anxiety, and of dealing with guilt, jealousy, and the feeling of inferiority.¹

Temper tantrums are of the commonest manifestation of anger in children, "they are uncontrolled outbursts of kicking and screaming which is a dramatic, physical demonstration of the child's resentment." A temper tantrum, however, usually results in undesirable conduct for the moment; it is quite amazing to see the acuteness with which a child can choose the time and place of outburst. To one who is not familiar with these outbursts this may sound exaggerated, but it is not. They are truly terrifying and it requires a cool head and strong determination to hold out against a child under such conditions.

It may be that these temperamental youngsters are but a reflection of the instability of their parents.² Parents should look into the child's general condition and see whether they are evidences of physical fatigue such as eating and sleeping. It might be the school and the playmates, if his friends tease him, or if older or younger playmates tease him.³

The problem is to find out, what he is thinking about, what are his problems, hopes and disappointments. If he seems unhappy, the cause of his discontent needs to be found out. He may feel

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1. Agatha H. Bowley, The Natural Development of the Child, pp. 62-63.
 2. Douglas A. Thom, Everyday Problems of the Everyday Child, pp. 139-142.
 3. Ibid., p. 146.

inferior to others. The big task is to see that the boy or girl is happy and is learning how to meet problems of everyday life successfully. Many times the child suffers for the irritability of the parents, for which he is in no way responsible. By making the child jealous as an incentive to better effort is still practised in many homes, it is sure that making the child feel inadequate is a fruitful source of irritability and temper.¹ It does not take a child long to learn his parents' limitations and to measure with great accuracy the amount of kicking, screaming and yelling necessary to bring about the desired end. Temper tantrums are only one of the many symptoms of nervous fatigue, and the child who has these explosions of temper is likely to be undesirably unstable. If the parents are firm, and use self-control, the battle is soon won. Temper tantrums must in every instance be considered in relation to the existing cause and to the personality of the child. Sometimes outbursts might be utilized to attract attention or obtain bribes.² To build a co-operative relationship with the child rather than an antagonistic one is the aim.³

Affectionate assistance for him may prevent displays of temper and a feeling of hatred of his parents. If the child's temper spell causes an outburst on the adult part, it will only increase his opposition.⁴

The important things to remember in dealing with temper tan-

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1. Douglas A. Thom, Everyday Problems of the Everyday Child, p. 147.
 2. Ibid., pp. 143-145.
 3. Department of National Health and Welfare. Temper Tantrums.
 4. Ibid.

trous are to keep a sense of balance and recognize that the child cannot be reasoned with at the moment. The same treatment cannot be used for all children. It is important to bear in mind that beneath all the surface causes, lies the denial of something a child needs.

Nervous Habits:

"Thumb-sucking is a bodily stimulation which constitutes a primitive source of satisfaction that children often fall back on, when the satisfaction that children often fall back on, when the satisfaction that the child has with his relationship to other people is inadequate.¹ It is looked upon as organic, pleasurable sensations aroused by stimulating various parts of the body from which the individual gets varying degrees of satisfaction. It is a symptom of immaturity² which may be either intellectual or emotional. Thumb-sucking might be considered either as a great pleasure experienced in infancy, and is a kind of regression, or as a stimulation of the mouth which is an erogenous zone and has some sexual significance. If the child sucks his thumb only occasionally in moments of shyness, frustration and as a dispenser of comfort in time of trouble which is often closely associated with punishments, it does not constitute a problem.³ If the child sucks his thumb rather habitually but at certain times in the day for several hours, this is a problem.

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1. Leigh Peck, Child Psychology, p. 358.
 2. Douglas A. Thom, Everyday Problems of the Everyday Child, pp. 104-107.
 3. Sidonie M. Grunberg, The Encyclopedia of Child Care and Guidance, pp. 556.

The problem is not the thumb-sucking which is a symptom, but the real problem is the combination of circumstances that incited the child's longing for satisfying relationships with other people and caused him to fall back upon the primitive comfort of his own bodily sensations.¹ He may not be happy with his teacher or his playmates; it may be that his mother and father are so busy that he doesn't have enough of their company. Shaming, bribing and punishing,² are no more helpful. Often parents who have intense undesired reactions over this habit of thumb-sucking that it becomes an all-absorbing worry, are quite unconcerned about the thoughts and feelings³ of the children.

Many of the thumb-suckers are calm, placid, unemotional children, while the nail-biters are apt to be the hyperactive, quick and energetic individuals.⁴ A child will put his fingers in his mouth while waiting to be called on in class, and while watching an exciting movie or reading a book. Excitable boys and girls are more given to nail-biting than calm ones, even a happy child may do it for a while.

To punish the child or to put bad tasting medicine on his fingers is not a good procedure. Parents should see the problem as one of the child and not of the finger nails. More can be accomplished by trying to find out the causes and to relieve the child's tenseness. Perhaps he is over protected at home or he is being

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1. Leigh Peck, Child Psychology, p. 359.
 2. Gruenberg M. Sidonie, The Encyclopedia of Child Care and Guidance, p. 556.
 3. Douglas M. Thom, Everyday Problems of the Everyday Child, p. 104.
 4. Ibid., p. 112.

held to a rigid schedule or expected to do many things too well either at home or at school, and nail biting is then nothing than his reaction to such expectations from his environment while at the same time he wants to free himself and wants to show his dependence. All what he needs is a warm atmosphere where there is no tension and good relationship with the elders and some encouragement eventhough it takes time, skill, ingenuity and a great deal of common sense to devise ways and means of attacking these problems indirectly and to divert the child's activity into other constructive channels.¹

A child who lives in a household with a father who is cold and whose criticism is continual or if the governess takes toward the child a superior attitude, this is very apt to let the child feel inadequate. Frequently the thoughtless and indifferent attitude of parents and teachers subjects the child to ridicule and humiliation. Or if the child is constantly compared with others, this leads him to feel inferior. While parents feel that by comparing one child with another, they awaken the pride of the child and spur him into activity, the result is often the opposite.

Inferiority in children may express itself in many different ways:

The child may assume an air of carelessness and indifference and attempt to hide behind the injustices of adults. Or he may pretend illness or incapacity, day-dreams so as to retreat from reality and in this way obtains pleasure and satisfaction.²

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1. Sidonie M. Gruenberg, The Encyclopedia of Child Care and Guidance, p. 358.
 2. Douglas A. Thom, Everyday Problems of the Everyday Child, pp. 193-205.

The negativistic phase of the child's life is recognized as being a normal reaction occurring in the process of growing up according to psychologists. It is a period when the child begins to assert his own personality, while at the same time he resents deviation by others.¹ It is a transitional period between dependence and relative independence. It is better for parents not to interfere with the child's activities, to make positive suggestions, to avoid commanding, and recognize the child demands concerning independency.²

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1. Douglas A. Thom, Everyday Problems of the Everyday Child, pp. 117-118.
 2. Leigh Peck, Child Psychology, pp. 358-360.

CHAPTER III

METHOD AND PROCEDURES

The purpose of the study of behavior deviations of children was limited to four aspects:

First, what kinds of behavior difficulties do parents and teachers classify as troublesome?

Second, in what respects do mothers' and teachers' judgments of children's behavior difficulties differ from each other?

Third, in what ways do mothers and teachers help children change their behavior?

Fourth, the effect of parents' education upon their children's behavior.

Subjects:

This investigation includes the study of thirty girls whose ages range from seven to twelve years. They were enrolled in the first six grades of an elementary school, Beirut, Lebanon.

TABLE 1

DATA ON CHILDREN IN THE STUDY

N. children	<u>1st grade</u>		<u>2nd grade</u>		<u>3rd grade</u>		<u>4th grade</u>		<u>5th grade</u>		<u>6th grade</u>	
	Aver- age	Range	Aver- age	Range	Aver- age	Range	Aver- age	Range	Aver- age	Range	Aver- age	Range
30												
Age of children	7	7-8	8	8-8	9	9-9	9	9-9	11	11-11	11.6	11-12
Number of children in family	3	2-5	3.4	2-5	3.4	2-5	3	2-5	5	2-11	3.6	3-4
Age of oldest child in family	10	7-12	10	8-12	13	8-15	13	9-22	14	12-33	13	11-15
Age of youngest child in family	4	1-7	3.6	2-5	3.6	1-6	4.6	2-9	6	3-11	6.5	3-12
Ordinal position of the child	2nd	1st-3rd	1st	1st-3rd	2nd	1st-3rd	2nd	1st-5th	3rd	1st-6th	2nd	1st-3rd

The average age of the first graders was seven, the second graders eight years, the third graders nine years, the fourth graders ten years, the fifth graders eleven years and the sixth graders 11 years and six months.

The average number of children in the family in the first grade was three and their ages were two to five years. In the second grade, the average number was three and their ages were two to five years. In the third grade the average number was three and their ages were two to five. In the fourth grade the average number was three and their ages were two to five. In the fifth grade the average number was five and their ages were two to eleven years. In the sixth grade the average number was three and their ages were three to four years.

Age of the eldest child in the family averaged in the first grade 10 years and the ages were seven to 12 years. In the second grade the age of the oldest child averaged 10 years and the ages were eight to 12 years. In the third grade the age of the oldest child averaged 13 years and the ages were eight to 15 years. In the fourth grade the age of the oldest child averaged 13 years and the ages were nine to 22 years. In the fifth grade the age of the oldest child averaged 14 years and the ages were 12 to 33 years. In the sixth grade the age of the oldest child averaged 13 years and the ages were 11 to 15 years.

Age of the youngest child in the family in the first grade averaged four years and, the ages were one to seven years. In the second grade the age of the youngest child averaged three years, six months and, the ages were two to five years. In the third grade

the age of the youngest child averaged three years, six months and, the ages were one to six years. In the fourth grade the age of the youngest child averaged four years, six months, and the ages were two to nine years. In the fifth grade the age of the youngest child averaged six years and the ages were three to 11 years. In the sixth grade the age of the youngest child averaged six years, five months, and the ages were three to 12 years.

Method:

Personal interviews were chosen to get first hand information which may be more accurate than some of the other methods, because the interviewer may get a response to each question and interview all of the participants in the study.

The type of interview used was flexible. It might be considered both as unstructured and structured, for the interviewee was free to state his own opinions and to select one item out of several suggestions. In wording of the questions, a real effort was made to maintain as much constancy as possible in order that all reports would be comparable.

A preliminary interview schedule was developed and tested by interviewing five mothers. After the pretestings, the schedule was revised. A copy of the mimeographed interview schedule may be found in Appendix A.

Procedure:

The Evangelical School granted permission for the participation of the first six grades in the study. A visit was made to the school principal to explain the details of the study. Then the

teachers were introduced to the writer, and their cooperation was obtained.

Thirty girls were chosen for the study by taking from the address file of each of the first six grades of the school the names of the first five girls living in Ras Beirut.

A letter in Arabic explaining the purpose of the investigation and requesting their cooperation was sent to the mothers and teachers of the girls (Appendix B).

After the interviews were completed, they were tabulated and the findings were analyzed.

CHAPTER IV

ANALYSIS OF DATA

Kinds of Behavior Difficulties of Children:

The behavior problems reported by mothers and teachers are shown in Table 2. The rank is according to frequency of problem reported.

TABLE 2

FREQUENCY RANK OF PROBLEMS

Most frequent responses

<u>Mothers</u>		<u>Teachers</u>	
Inquisitiveness	18	Inattention	15
Disobedience	17	Inquisitiveness	13
Domineering	12	Unsocial	8
Curiousness	12	Disobedient	7
Unsocial	9	Noisiness	7
Noisiness	9	Domineering	5
Fear from darkness	9	Stubborn	4
Shyness	7	Carelessness	3
Nervous habits	7	Overactive	3
Jealousy	6	Curiousness	2
Negativistic	6	Shyness	1
Nervousness	6	Jealous	1
Stubborn	6	Negativistic	1
Destructive	5	Enuresis	1
Temper tantrums	5	Aggressiveness	1
Aggressiveness	4	Oversensitive	1
Oversensitive	3	Fear from darkness	0
Carelessness	3	Nervous habits	0
Overactive	3	Destructive	0
Inattention	1	Temper tantrums	0

The direction of mothers' and teachers' reactions to the frequency of behavior disorders of children (Figure 1) may be expressed (by borrowing the mathematical symbol for designating in generalities) as follows:

Mothers regard:

<u>Most frequent</u>		<u>Least frequent</u>
Inquisitiveness		Destructiveness
Disobedience	Shyness	Temper tantrums
Domineering	Nervous habits	Aggressiveness
Curiousness	Jealousy	Carelessness
Unsocialness	Negativism	Oversensitiveness
Noisiness	Anorexia	Overactive
Fear from darkness	Stubbornness	Inattentive

Teachers regard:

<u>Most frequent</u>		
Inattention		Shyness
Inquisitiveness	Stubborn	Jealous
Unsocialness	Carelessness	Negativism
Disobedience	Overactive	Anorexia
Noisiness	Consciousness	Aggressiveness
Domineering		Over sensitive

Figure 1

By interpretative classification according to E. K. Wickman of the groups of problems, the following shows the reaction of mental hygienists in contrast to the teachers' reactions:

Teachers regard:

<u>Most serious</u>		<u>Least serious</u>	
Immoralities	violations of	Extravagant	Withdrawing
Dishonesties	orderliness in	aggressive	Recessive
Transgressions	classroom ap-	personality	Personality
Against authority	plication to	and behavior	and behavior
	school work	traits	traits

Mental Hygienists regard:

<u>Most serious</u>		<u>Least serious</u>	
Withdrawing	dishonesties	Immoralities	Transgressions against
Recessive	Cruelty	Violations of	Authority
Personality and	Temperament	school re-	Violations of orderli-
behavior traits	Truancy	quirements	ness in class
		Extravagant	
		behavior traits.	

Figure 2

Problems Designating Defiance of Authority:

The problems that annoyed mothers are: disobedience, aggressiveness, stubbornness and negativism. Inquisitiveness was reported by many mothers but it is considered as an asset and not a liability.

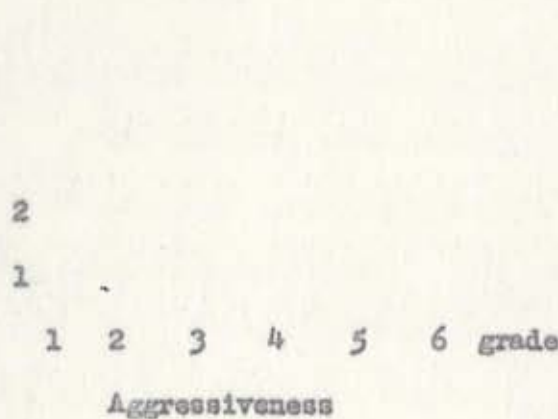


Figure 3.

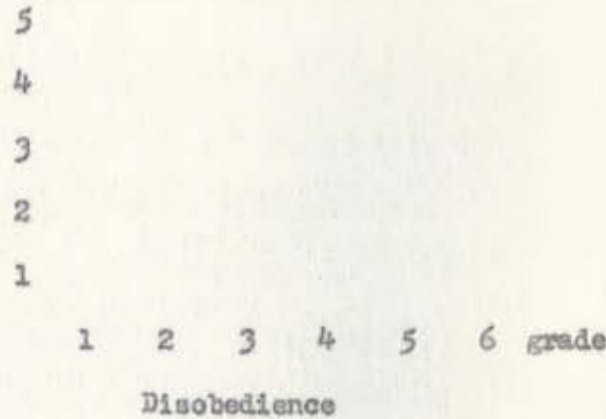


Figure 4.

"Aggressiveness" was reported by one mother in the first grade, one in the fifth and two in the sixth. Only one teacher reported it in the first grade.

"Disobedience" was reported by four mothers in the first grade, three in the second, three in the third, two in the fourth, four in the fifth and three in the sixth. While three teachers reported "disobedience" in the second grade, one in the third, one in the fifth and one in the sixth.

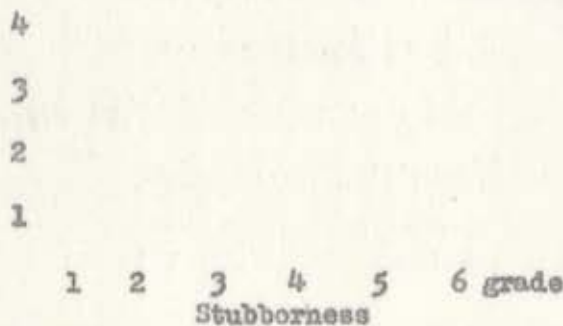


Figure 5.

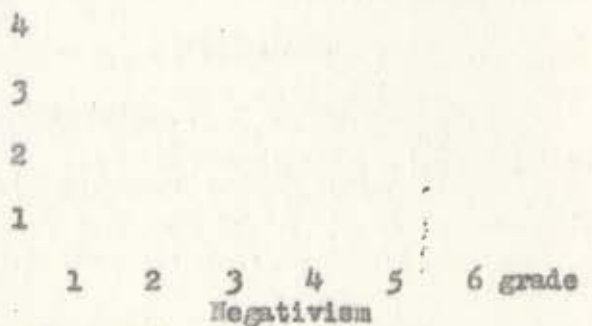


Figure 6.

"Stubbornness" was reported by three mothers in the first grade, two in the second and one in the fifth, one teacher in the first grade, two in the second and one in the fifth.

"Negativism" was reported by three mothers in the first grade, one mother in the second, one in the third and one in the fourth. Only one teacher in the second grade.

Problems Designating Failure of Pupil to Follow Class-room Discipline:

The problems which among teachers seem of less importance to parents and there is a definite tendency of mothers and teachers to stress behavior disturbances that attack their authority. It is apparent also that teachers are more preoccupied with discipline difficulties than parents. Figures 7, 8, 9, and 10 show that teachers reported certain problems more than mothers. The problems that concern teachers more than mothers are: noisiness, overactivity, inattention, and carelessness.

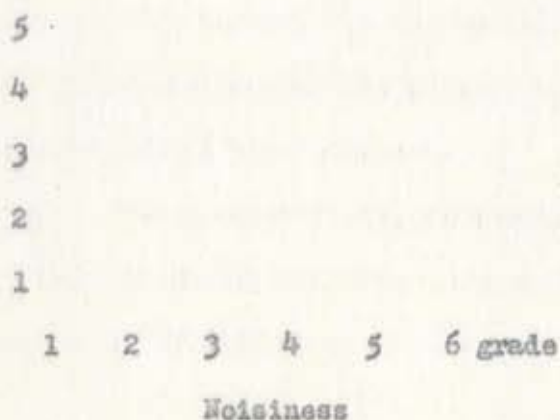


Figure 7.

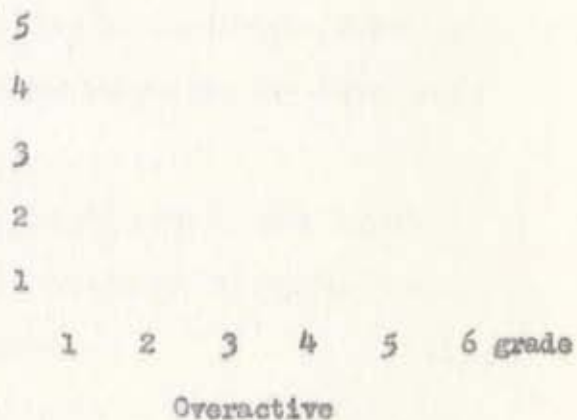


Figure 8.

Differences in Parents' and Teachers' Responses:

Mothers and teachers differed in judgment concerning carelessness and overactivity, they agree. But there is a big contrast in their answers concerning inattention, curiousness, domineering, disobedience, shyness, jealousy, negativism, and enuresis.

TABIE 3

INCIDENCE OF BEHAVIOR PROBLEMS REPORTED BY MOTHERS AND TEACHERS

<u>Type of Problem</u>	<u>Mother</u>	<u>Teacher</u>	
Inquisitiveness	18	13	=====
Disobedience	17	7	=====
Domineering	12	5	=====
Curiousness	12	2	=====
Unsocialness	9	8	=====
Noisiness	9	7	=====
Fear from darkness	9	0	=====
Shyness	7	1	=====
Nervous habits	7	0	=====
Jealous	6	1	=====
Negativistic	6	1	=====
Enuresis	6	1	=====
Stubborn	6	4	=====
Destructive	5	0	=====
Temper tantrums	5	0	=====
Aggressiveness	4	1	=====
Oversensitive	3	1	=====
Carelessness	3	3	=====
Overactive	3	3	=====
Inattention	1	15	=====

For example inattention was stated by one mother and 15 teachers. Curiousness stated by 12 mothers and two teachers. Domineering was stated by 12 mothers and five teachers. Disobedience by 17 mothers and seventeen teachers. Shyness by seven mothers and one teacher. Jealousy by six mothers and one teacher. Negativism by six mothers and one teacher. Eneuresis by six mothers and one teacher.

Inquisitiveness and curiousness may be considered together, because in both the child seeks understanding of objects or actions. The combined responses of both makes 30 and the addition of teachers responds makes 15, this means that the teachers' responses are half of the mothers' responses. Inquisitiveness and curiousness are considered by mental hygienists as assets and liabilities, because they may be constructive and essential for the child development.

Disobedience, domineering, noisiness, unsocialness, inquisitiveness, were regarded by both as ranking in the list of the most serious problems. (Figure 1) The mothers ranked besides the former problems curiousness and fear from darkness as most serious problems. And the teachers ranked inattention as the most serious, while mothers ranked inattention as one of the least serious problems.

Aggressiveness, oversensitiveness, were the common problems stated by mothers and teachers as the least serious. Destructiveness, temper tantrums, carelessness, overactivity, and inattention were stated as the least serious problems by mothers. Shyness, jealousy, negativism and eneuresis were stated as the least serious problems by teachers. Four problems were not stated by the teachers are: temper tantrums, destructiveness, nervous habits, fear from darkness.

TABLE 4

PROBLEMS REPORTED BY MOTHERS AND TEACHERS BY GRADES

Problem of Behavior	1st grade		2nd grade		3rd grade		4th grade		5th grade		6th grade		Total
	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	
Aggressiveness	1	1		1					1	0	2	0	4
Carelessness		0		0	2	1		0	1	2	1	0	3
Curiousness	3			0		1		0	1	0	4	1	12
Destructiveness		1		0	3	1		0	4	0	3	1	5
Disobedience	4	1		3	1	0		0	4	1	4	1	17
Anorexia	1	0		0	1	0		0	3	1	4	1	7
Inquisitiveness	1	0		2	5	4		4					13
Shyness	0	1		0	3	0		0					6
Jealousy	4	1		1	3	0		0					11
Negativistic	3	0		1	1	0		0					7
Noisiness	0	2		2	1	1		1					6
Fear from darkness	1	0		0	3	0		0					4
Oversensitive													1
Overactive													2
Stubborn	3	1		2				1					6
Temper tantrums	2	0		0				0					2
Nervous habits	1	0		0				0					1
Unsocialness	2	1		1	1	1		2					8
Unattentive	0	1		3	0	2		4					6
Domineering	1	1		2	2	0		0					5

Teachers and mothers do not agree in attributing certain behavior problems to children (Table 4).

In considering the total number of problems given by mothers and teachers, the following table shows clearly the differences and similarities of parents' and teachers' judgments.

TABLE 5

<u>Kind of Problem</u>	<u>Mothers</u>	<u>Teachers</u>
Aggressiveness	4	1
Carelessness	3	3
Curiousness	12	2
Destructiveness	5	0
Disobedience	17	7
Enuresis	6	1
Inquisitiveness	18	13
Shyness	7	1
Jealousy	6	1
Negativistic	6	1
Noisiness	9	7
Fear from darkness	9	0
Oversensitive	3	1
Overactive	3	3
Stubborn	6	4
Temper tantrums	5	0
Nervous habits	7	0
Unsocialness	9	8
Inattention	1	15
Domineering	12	5

There is similarity in regard to the problems of carelessness, and overactivity.

There is a little difference in reporting the problems of aggressiveness, inquisitiveness, noisiness, oversensitiveness, stubbornness and unsocialness.

There is a big difference in reporting the problems of curiousness, destructiveness, disobedience, enuresis, shyness, jealousy, negativism, fear from darkness, temper tantrums, nervous habits, and inattention.

TABLE 6

MOTHERS' AND TEACHERS' WAYS OF HELPING CHILDREN CHANGE BEHAVIOR

Ways to help the child	1st grade		2nd grade		3rd grade		4th grade		5th grade		6th grade		Total		
	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	
Explaining	5	4	3	5	5	5	5	5	5	3	5	5	4	23	26
Comparing	0	1	2	0		1	0	2	2	0	1	1	0	6	1
Punishing	5	1	2	0	4	0	4	2	4	1	3	0	0	22	4
Requiring obedience	1	0	2	0	2	1	1	1	1	0	1	1	0	8	2
By being consistent	2	0					2	0	2	0	3	3	0	9	0
Providing opportunities	0	2			1	1	2	3	2	3	2	2	1	7	10

Mothers and teachers do not follow the same ways and the total number of mothers and teachers exerting certain kinds of treatment in handling their children is clearly seen in the following table.

TABLE 7

MOTHERS' AND TEACHERS' WAYS OF HELPING CHILDREN CHANGE

<u>Ways to help the child</u>	<u>Mothers</u>	<u>Teachers</u>
Explaining	28	26
Comparing	6	1
Punishing	22	4
Requiring obedience	8	2
By being consistent	9	0
Providing opportunities	7	10

Nearly all the mothers and teachers used "explaining", that is 28 mothers and 26 teachers. "Comparing" was used only by six mothers and one teacher. "Punishing" by 22 mothers and four teachers. "Punishing" is not to be thought of as a bad way if punishment is well applied that is according to the deed, the child's development and the situation. Eight mothers used "requiring obedience" and two teachers; by "being consistent" only nine mothers, and by "providing opportunities" seven mothers and 10 teachers.

If by omitting the two ways, "explaining" and "punishing" which are the most common and the most normal, and we consider "comparing" and "requiring obedience" with "being consistent" and "providing opportunities", it is found that the total answers of the

mothers of the former is 14 and the teachers three, and the total answers of the mothers of the latter 16 and the teachers 10. Therefore parents are becoming more aware of good ways to help children.

Mothers and teachers were asked to rate their children's adjustment. Table 8 gives the kind of adjustment children were rated with and the number of children that were rated in each kind.

TABLE 8

MOTHERS' AND TEACHERS' RATINGS OF CHILDREN'S ADJUSTMENT

Children's Adjustment	1st grade		2nd grade		3rd grade		4th grade		5th grade		6th grade		Total	
	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher		
Poor			1		0	1							1	1
Fair	1				2	1	1	1	2	0	1	1	7	3
Average	2	2	1	1	2	0			0	2	1	1	6	6
Good	1	2	3	4	0	1	4	4	8	2	2	2	12	15
Excellent	1	1			1	2			1	1	1	1	4	5

TABLE 9

ADJUSTMENT OF CHILDREN JUDGED BY MOTHERS AND
TEACHERS

<u>Child's Adjustment</u>	<u>Mother</u>	<u>Teacher</u>
Poor	1	1
Fair	7	3
Average	6	6
Good	12	15
Excellent	4	5

From the list below it is clear that parents and teachers, if they do not quite agree, there is a little difference not as in the ways of helping their children change. Also it is clear that very few are ranked under the average and the most are ranked as good. Only four mothers and five teachers ranked their children's adjustment as excellent.

Mothers and teachers were asked to rate the children's management. Table 10 shows the ratings and the number of children that are rated.

TABLE 10

MOTHERS' AND TEACHERS' RATINGS OF CHILDREN'S MANAGEMENT

Child's Ma- nagement	1st grade		2nd grade		3rd grade		4th grade		5th grade		6th grade		Total		
	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	Mother	Teacher	
Easy	1	2	1	1	1	2	3	2	1	3	1	1	1	8	11
Fairly easy	2	0	1	1	1	1	1	1	2	0	1	2	2	8	5
Average	1	2	3	3	3	2	1	1	1	2	1	0	10	10	10
Slightly difficult	1	0					0	1				2	2	3	3
Difficult	0	1							1	0			1	1	1

In rating the children's management nearly all mothers and teachers agreed on the same items. Only in two instances there is a difference of three; this is clearly shown by the following table.

TABLE 11

MANAGEMENT OF CHILDREN JUDGED BY MOTHERS AND
TEACHERS

<u>Children's Management</u>	<u>Mothers</u>	<u>Teachers</u>
Easy	8	11
Fairly easy	8	5
Average	10	10
Slightly difficult	3	3
Difficult	1	1

The "average" is the highest, then comes the "easy", the "fairly easy", the "slightly difficult" and the "difficult". This means that the management of the children is not hard for the mothers and teachers in general.

Relationship of Problems to Education:

Throughout the analysis of the previous findings, the relationship between parents' education and the number of problems found in children was significant. Table 12 indicates this relationship.

TABLE 12

RELATIONSHIP BETWEEN PARENTS' EDUCATION AND CHILDREN'S PROBLEMS

<u>N. 30</u>	<u>1st grade</u>	<u>2nd grade</u>	<u>3rd grade</u>	<u>4th grade</u>	<u>5th grade</u>	<u>6th grade</u>
Aggressive- ness						
Carelessness						
Curiousness						
Destructive- ness						
Disobedience						
Enuresis						
Inquisitive- ness						
Shyness						
Jealous						
Negativism						
Noisiness						
Fear from darkness						
Overactive						
Stubborn						
Temper tan- trums						
Nervous Ha- bits						
Unsocialness						
Inattentive						
Domineering						

No. of years of schooling of the couples 7 13.5 3 10 9 14.5 9 14.5 4 12 8.5 12

The whole list of problems given by mothers and teachers contains twenty problems. The data obtained shows a difference in the number of problems related to the children by the most educated couples and the least educated. This difference is shown in nearly each grade of the six grades.

In the first grade the average years of schooling of the couple having the highest score was 13.5 and the lowest seven. The child of the former couple had six behavioral problems and the child of the latter couple had five behavioral problems.

In the second grade the average years of schooling of the couple having the highest score was 10 and the lowest 3. The child of the former couple had three behavioral problems and the child of the latter couple had nine behavioral problems.

In the third grade the average years of schooling of the couple having the highest score was 14.5 and the lowest 9. The child of the former couple had three behavioral problems and the latter five behavioral problems.

In the fourth grade the average years of schooling of the couple having the highest score was 14.5 and the lowest 9. The child of the former couple had two behavioral problems and the latter six behavioral problems.

In the fifth grade the average years of schooling of the couple having the highest score was 12 and the lowest 4. The child of the former couple had two behavioral problems and the child of the later couple had nine behavioral problems.

In the sixth grade the average years of schooling of the couple having the highest score was 12 and the lowest 8.5. The child of the former couple had five behavioral problems and the latter had nine behavioral problems.

If we compare the average of the highest years of schooling with the lowest:

TABLE 13
RELATIONSHIP OF EDUCATION AND FREQUENCY OF
PROBLEMS

<u>Average Years of Schooling</u>	<u>Number of Problems</u>	<u>Average Years of Schooling</u>	<u>Number of Problems</u>
3	9	10	3
4	9	12	5
7	5	12	2
8.5	9	13.5	6
9	5	14.5	3
9	$\frac{6}{43}$	14.5	$\frac{2}{21}$

The general tendency is the decrease of the number of problems with the increase of the years of schooling is very clear. The total number of the first group is 43, and the total number of the second group is 21.

This correlation leads to state that: those couples with more years of schooling are more able to cope with the problems and to handle properly their children than those with less education.

The educational factor affecting the ways of helping children change is evident in Table 14.

TABLE 14EFFECT OF EDUCATION OF MOTHERS ON THE WAYS USED TO HELP CHILDREN CHANGE

Way of Helping	1st grade		2nd grade		3rd grade		4th grade		5th grade		6th grade	
Comparing												
Requiring obedience												
Punishing												
Provide opportunities												
Being consistent												
Explaining												
Years of schooling of mothers	6	10	6	10	6	12	9	12	0	10	7	12

If from each grade the least educated and the most educated are compared together in their ways of helping their children change, education of mothers might be considered as an important fact in developing personalities.

TABLE 15

<u>Ways of helping the children</u>	<u>The least educated mothers</u>	<u>The most educated mothers</u>
Comparing	4	0
Requiring obedience	6	0
Punishing	5	4
Providing opportunities	0	2
Being consistent	0	2
Explaining	5	6

Table 15 proves that more educated mothers use better ways than the less educated.

Table 16 shows how education of parents affects the child's adjustment.

TABLE 16

EFFECT OF PARENTS' EDUCATION ON CHILDREN'S ADJUSTMENT

Child's Ad- justment	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grad
Poor						
Fair						
Average						
Good						
Excellent						

Years of
Schooling of
Parents

Education affects parents in rating their children's adjustment. If all the parents with the same years of schooling are listed together the comparison will be easier.

TABLE 17

EFFECT OF PARENTS' EDUCATION ON CHILDREN'S ADJUSTMENT

<u>Number of years of schooling of Parents</u>	<u>Parents</u>	<u>Teachers</u>
3	Poor	Average
4	Fair	Good
7	Excellent	Good
8.5	Fair	Fair
9	Average	Good
9	Good	Good

(Continued on next page)

TABLE 17

(Continued)

<u>Number of years of schooling of Parents</u>	<u>Parents</u>	<u>Teachers</u>
9	Fair	Fair
9	Good	Good
9	Fair	Average
10	Good	Good
10	Good	Good
10	Average	Excellent
10	Fair	Good
10	Good	Good
11	Average	Excellent
11	Average	Poor
11	Good	Average
11	Good	Good
11	Good	Good
11	Average	Average
12	Good	Fair
12	Excellent	Excellent
12	Excellent	Excellent
12.5	Average	Average
13.5	Good	Average
13.5	Good	Good
13.5	Good	Good
13.5	Fair	Fair
14.5	Excellent	Excellent
14.5	Good	Good.

From Table 17 it is interesting to note that since parents averaged ten years of schooling, all the children's adjustment became "average", "good", and "excellent". Only two out of 21 rated "fair" and the teachers rated only two as fair and one poor. While in less educated parents there is, and rated "poor" out of nine and four rated "fair". And the teachers rated two "fair". In the less educated parents than ten years of schooling, mothers rated only one excellent out of nine and none of the teachers, while from the more educated than ten years of schooling there is three rated as excellent

out of 21 by mothers and five rated as excellent by teachers. As for the agreement of mothers and teachers, out of thirty children 18 were rated alike by mothers and teachers, and 12 were rated differently by mothers and by teachers. From the parents whose education starts from ten years of schooling 13 children were rated alike by mothers and teachers and from the less educated only four children were rated alike by mothers and teachers.

This leads to the conclusion that the better the education is, the better is the child adjustment, and the better the education is, the more is the tendency to be rated by mothers and teachers by the same rating. The difference between the opinions of mothers and teachers may be due to the children inhibiting certain behavior in school or at home, or the reverse, show certain kinds of behavior at home and not at school.

The effect of education of parents on the child management is clear in Table 18.

TABLE 18

RELATIONSHIP OF EDUCATION TO CHILD MANAGEMENT

Child Management	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade
Easy						
Fairly easy						
Average						
Slightly difficult						
Difficult						
Years of schooling of parents						

If all the parents with the same years of schooling are listed together the comparison will be easier as to show the difference in the children's adjustment according to the education of parents and also to see the difference between the opinions of the mothers and the teachers.

TABLE 19

EFFECT OF EDUCATION OF PARENTS ON CHILDREN'S
MANAGEMENTS

<u>Number of Years of Schooling of Parents</u>	<u>Mothers</u>	<u>Teachers</u>
3	Average	Average
4	Difficult	Easy
7	Slightly diff.	Easy
8.5	Slightly diff.	Slightly diff.
9	Fairly easy	Fairly easy
9	Average	Average
9	Average	Average
9	Average	Average
9	Fairly easy	Average
10	Easy	Easy
10	Average	Average
10	Average	Easy
10	Fairly easy	Fairly easy
10	Fairly easy	Average
11	Fairly easy	Easy
11	Average	Average
11	Average	Easy
11	Average	Fairly easy
11	Fairly easy	Fairly easy
11	Slightly diff.	Slightly diff.
12	Average	Average
12	Easy	Easy
12	Easy	Easy
12.5	Easy	Difficult
13.5	Fairly easy	Average
13.5	Easy	Slightly diff.
13.5	Easy	Easy
13.5	Fairly easy	Fairly easy
14.5	Easy	Easy
14.5	Easy	Easy

From this list those with less years of schooling than ten

years, one mother out of nine rated the children as easy and only two teachers. While from the parents with more years of schooling than ten years eight mothers out of 21 rated their children's management as "easy" and nine teachers. Two mothers out of nine rated "fairly easy" and one teacher. From the group with the less education than ten years, while six mothers out of 21 and four teachers rated "fairly easy". From the first group four mothers and five teachers out of nine rated "average" while in the second six mothers and five teachers out of 21 rated "average". Two mothers and one teacher out of nine rated "slightly difficult" in the first group. And one mother and two teachers out of 21 rated "slightly difficult" from the second group. Only one child was rated by a teacher as difficult in management in the second group.

A general view shows that the children management is rather good, because very few are those rated as "slightly difficult" and "difficult".

Here the relationship of education to child management is not so clear as in the child adjustment. This may be due to the lack of understanding of mothers and teachers about the meaning of management of the child.

As for the agreement of mothers and teachers about the child management, 19 out of 30 rated the same, and 11 out of 30 differed in opinion.

Since social status is partially determined by education, according to Warner, it is interesting to classify the years of

education to social classes. In an investigation made by Martha
Krisson Dale it was proved that different social classes present
different learning environments for children from which systematic
differences in child-rearing, practices could be found. ¹ To relate
the education to the social status a tentative division was made when
the whole group was divided into four social classes. The families
have been classified as follows: Those who had M.D. and B.A. degrees
were classified as forming the lower upper class, those having a
Sophomore degree as the upper middle class, those having high school
as the lower middle class. And all those having education less than
high school degree were considered forming the upper lower class (See
Table 20).

In this study, the highest degree of education is the M.D.
degree held by five fathers. Next comes the Bachelor of Arts degree
taken by one lawyer, one engineer, one pharmacist, one employee and
one clerk. Those having the Sophomore degree are seven men and six
women. Among the men, one is a merchant, two clerks, one controller
and three employees. The women are: one secretary, one teacher and
four home makers. The high school degree is the most common: ten
fathers and twelve mothers have it. Among the fathers three are
employees, three are clerks, three merchants and one contractor.
Among the women, one is a teacher, one is merchant and ten are
home makers. Only four home makers have had the third secondary
degree. Two men had second secondary degree; one is secretary and

1. Landis, Jwlson & Landis M. Reading in Marriage and the
Family. pp. 260-261.

TABLE 20
RELATIONSHIPS OF YEARS OF SCHOOLING AND
OCCUPATION

	<u>Fathers Occupation</u>	<u>Years of Schooling</u>	<u>Mothers Occupation</u>
Lower upper class	1 doctor	M.D.	
	1 doctor	M.D.	
	1 doctor	M.D.	
	1 doctor	M.D.	
	1 doctor	M.D.	
	1 lawyer	B.A.	
	1 engineer	B.A.	
	1 pharmacist	B.A.	
	1 employer	B.A.	
	1 clerk	B.A.	
Upper middle class	1 merchant	Sophomore	1 secretary
	1 clerk	Sophomore	1 teacher
	1 clerk	Sophomore	1 home maker
	1 controller	Sophomore	1 home maker
	1 employer	Sophomore	1 home maker
	1 employer	Sophomore	1 home maker
	1 employer	Sophomore	1 home maker
Lower middle class	1 employee	High school	1 teacher
	1 employee	High school	1 merchant
	1 employee	High school	1 home maker
	1 clerk	High school	1 home maker
	1 clerk	High school	1 home maker
	1 clerk	High school	1 home maker
	1 merchant	High school	1 home maker
	1 merchant	High school	1 home maker
	1 merchant	High school	1 home maker
	1 contractor	High school	1 home maker
Upper lower class		3rd secondary	1 home maker
			1 home maker
			1 home maker
			1 home maker
	1 secretary	2nd secondary	1 home maker
	1 clerk		1 home maker
		1st secondary	1 home maker
		6th diploma	1 tailor
			1 home maker
			1 home maker
		1 home maker	
	1 commission agent	No schooling	1 home maker

one is clerk, and two home makers. One home maker had the first secondary degree. The primary education only was taken by four women; one tailor, and three home makers. One man had no schooling and one woman.

The middle class has the largest group, it comprises the upper middle and the lower middle, it contains 17 fathers. Then comes the lower upper class which contains 10 fathers, and at last the upper lower class which contains only three fathers.

The percentage in each social class:

Lower upper class	33.3%	} 57%
Upper middle class	23.4%	
Lower middle class	33.3%	
Upper lower class	10%	

Table 21 shows the years of schooling of fathers and mothers and their occupation as individuals and as couples.

Fathers are more educated than mothers, but they tend to marry less educated women than themselves. The most striking case is the lawyer with a Bachelor of Arts degree who is married to a woman with primary education. The other case is the controller with a Sophomore degree married to a woman with primary education. And an employee with a Sophomore degree married to a woman with primary education.

Less striking cases such as two employees with Sophomore degrees married to two women with third secondary degree and the same with two clerks.

TABLE 21
RELATIONSHIP OF OCCUPATION BETWEEN HUSBAND
AND WIFE

<u>Degree of Education</u>	<u>Occupation of fathers</u>	<u>Occupation of mothers</u>
M.D.	1 doctor 1 doctor 1 doctor 1 doctor 1 doctor	
B.A.	1 lawyer 1 engineer 1 pharmacist 1 employer 1 clerk	
Sophomore	1 merchant 1 clerk 1 clerk 1 controller 1 employer 1 employer 1 employer	1 secretary 1 teacher 1 home maker 1 home maker 1 home maker 1 home maker
High school	1 employee 1 employee 1 employee 1 clerk 1 clerk 1 clerk 1 clerk 1 merchant 1 merchant 1 merchant 1 contractor	1 teacher 1 merchant 1 home maker 1 home maker 1 home maker 1 home maker 1 home maker 1 home maker 1 home maker 1 home maker 1 home maker 1 home maker 1 home maker
3rd secondary		1 home maker 1 home maker 1 home maker 1 home maker

(Continued on next page)

TABLE 21

(Continued)

<u>Degree of Education</u>	<u>Occupation of fathers</u>	<u>Occupation of mothers</u>
2nd secondary	1 secretary	1 home maker
	1 clerk	1 home maker
<hr/>		
1st secondary		1 home maker
<hr/>		
6th primary		1 tailor
		1 home maker
		1 home maker
		1 home maker
<hr/>		
No schooling	1 commission agent	1 home maker

It is apparent that in the less educated people they tend to marry even less educated but with no big difference, for example a secretary with second secondary education married to a tailor with primary education and a clerk with second secondary education married to a woman with no schooling.

Only four were married more educated women than themselves: One clerk with high school degree married to a teacher with a Sophomore degree. One merchant with a high school degree married to a woman of Sophomore degree. One contractor with high school married to a woman with Sophomore degree. And one commission agent with no schooling married to a woman with primary education. In general there is no big difference as the highly educated were married less educated women.

The most striking fact is that less educated women in the lower classes tend to raise their status by marrying better educated men and send their children to good private schools.



CHAPTER V

SUMMARY AND CONCLUSIONS

This investigation was concerned with behavior deviations of elementary school children, grades one through six. The major purposes of this investigation were: (1) kinds of behavior difficulties that parents find annoying, (2) to study the difference between mothers' and teachers' judgments of their children's behavior, (3) in what ways do mothers and teachers help children change their behavior, and (4) the effect of parents' education upon children's behavior.

Findings bases on interviews:

The following results appeared in the analysis of the items classified in the four aspects:

The problems which annoyed mothers seem of less importance to teachers and vice versa, and there is a definite tendency of mothers and teachers to stress behavior disturbances that attack their authority.

Problems reported by mothers and teachers had:

Similarity in regard to the problems of carelessness and overactivity.

A little difference in the occurrence of the problems of aggressiveness, inquisitiveness, noisiness, oversensitive, stubborn, and unsocialness.

A big difference in the frequency of the problems of curiosity, destructiveness, disobedience, enuresis, shyness, jealousy.

negativism, fear from darkness, temper tantrums, nervous habits, and inattention.

Mothers and teachers do not follow the same ways in helping their children change behavior. Nearly all the mothers used "explaining" as a way of helping, that is, 28 mothers and 26 teachers, "comparing" was used by six mothers and one teacher, "punishing" by 22 mothers and four teachers, by "being consistent" nine mothers, by "providing opportunities" seven mothers and 10 teachers. On the whole parents seem to be aware of good ways to help their children.

This is a general tendency for the number of problems to decrease, with the increase of the years of schooling of parents. The effect of parents' education is evident in the ways of helping children change behavior, the children's adjustment and management. This means that the higher the education is the better are the ways of dealing with children, and the better is the children's adjustment. But in the children's management this is not the case, this may be due to the confusion of mothers and teachers about the word itself.

Using occupation and education as an indicator of social class, 57 percent of the families would be in the middle class, 33.3 percent in the lower upper and ten percent in the upper lower class.

The education of the fathers was more advanced than that of the mothers, and the men (86.7 percent) tended to marry less educated women than themselves.

RECOMMENDATIONS FOR FURTHER RESEARCH

The investigator recommends that this investigation be repeated with (1) a larger sample of subjects which would be more representative of other sections in Beirut. (2) To establish the reliability of the interview schedule. The investigator recommends further analysis of the family data of the children to determine the influence of certain factors in the family on behavior deviations of children.

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APPENDIX A

Beirut College for Women

Parents and Teachers Questionnaire

(Confidential. This sheet will not be seen by any other person.)

Father's Occupation _____ Education _____
Mother's Occupation _____ Education _____
Child's Name _____ Age _____ Sex _____ Grade _____
Number of Children _____ Age of Oldest _____ Age of Youngest _____
Place of child in the family _____

Directions. The child, in the process of growing up, goes through many stages of behavior. All parents and teachers find that their children at some ages behave in ways that are disturbing.

I. What are some of the things that the child does and you dislike?

Sometimes Often

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

II. What do you do to help the child change?

III. In your opinion, your child's general adjustment is (Please check).

Poor _____ Fair _____ Good _____ Excellent _____

IV. In general you find the management of your child (Please check).

Easy _____ Fairly easy _____ Average _____ Slightly difficult _____
Difficult _____.

كلية بيروت للبنات
بيروت ، لبنان
في ٩ شباط ١٩٥٩

الى حضرة

انني تلميذة في كلية بيروت للبنات، اتمخصص في تربية الطفل والكتب
الرسالة التي سأنال بها شهادة ب.ح. ، لذلك اود ان اقابل بعض
امهات ومعلمات الاطفال الذين هم في ما بين الصف الاول حتى السادس
الابتدائي . وسوف اوجه اهتمامي خاصة الى ما تعتقده الامهات والمعلمات
سلوكا جيدا او سلوكا سيئا ، والى معرفة الانحرافات وسلوك الولد سلوكا
يحتبر سيئا بالنسبة الى تقاليد وعادات العائلة والمدرسة .

ان اهتمامي بهذا الموضوع بالذات قد نسا من حقيقة اختلاف التعريف
الذي يعطيه الاهل والاساتذة من جهة والتعريف الذي يعطيه الاخصائيون
من جهة ثانية في موضوع السلوك وتحديدده .

هذا وانني آمل ان يساعدني هذا البحث الى الوصول الى نتيجة
يهتم لها كل شخص ، وكل ام ، وكل معلمة .

ولذلك سأقدر مساعدتك لي حتى قدرها وسأرسل لك نسخة عن نتيجة
هذا البحث اذا رغبتم في ذلك وسوف اتصل بك لاحصل على موعد يناسبك
لتبحث في هذا الموضوع ولك الشكر سلفا .

هيام العوريلي

انني اوافق على ما تقدم وارجو الامهات ان يتعاون مع الانسة هيام
لدى زيارتها لهن واؤكدكن فائدة دروس من هذا النوع لنا جميعا .

رضى جريديني