PERCEPTIONS OF SECONDARY SCHOOL STUDENTS OF RESIDENTIAL SCHOOLS ON DIFFERENT BEHAVIORAL DIMENSIONS

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1.0 Introduction

Aristotle (384–322 BC) believed that children are born as blank slates known as the 'tabula rasa' and acquire knowledge through education and their interaction with the environment. John Locke (1632–1704) advocating the 'tabula rasa', mentioned that children development is shaped by their environment and experiences.

People believe what they perceive to be true and they create their own realities based on the perceptions of the way they view people, events, and things in the environment and their experiences, which is true even for children.

Locke further advocated parents to be good role models for their children in order to facilitate the development of character. It is seen that children learn self-control, kindness, and honesty by observing their parents exhibit these traits.

School plays a crucial role in providing students with education that promotes freedom, independence and safe learning atmosphere. School helps in the development of child's physical, intellectual, emotional, social, and moral needs of the students. In addition, children need teachers who understand and know how they think (Stevenson, 2002). Because children's interests are evolving, they require opportunities for exploration throughout their educational program (Manning & Butcher 2012). Teachers ought to guide students to connect intellectual thought, emotional health as well as social and moral reasoning.

United Nations Child Rights Convention (UNCRC) focuses on healthy child development, evolving capacities, child's mental and psychological aspects like cognitive, emotional, spiritual, moral, and social development. Chapman (2013) found that students with higher level of school connectedness helps to nurture child's talents and mental abilities (Article 29(1)(a), develop their sense of responsibility for others (Article 29(1)(d), and encourage them to freely express their own views (Article 12).

1.1 Significance of the study

Children grow up in a secure environment provided by their parents or guardians and gradually expands their world through interaction with teachers and friends in schools and community around them. During this process, the children are conditioned to various aspects of behavioral system that are eventually acquired by them directly or indirectly forming their perception and belief system. The present study attempts to understand the children's perceptions on various behavioral dimensions affecting their growth and development. It also examines students classroom interactions with teachers and their relationship with friends, their peer group, and self, as well as observe gender differences in the behavioral dimensions.

1.2 Title of the study

"Perceptions of secondary school students of residential schools on different behavioral dimensions"

1.3 Objectives

1. To know the residential school students perceptions on different behavioral dimensions

2. To explore the importance of behavioral dimensions on child development with regard to child rights practices

1.4 Research Questions

1. What are the perceptions of residential school students on different behavioral dimensions?

2. How does different behavioral dimensions facilitate child development in the context of child rights?

1.5 Operational definitions

Secondary school students : Students studying in classes VI,VII,VIII,IX,X are included in the study.

Behavioral dimensions : The different behavior dimensions include cognitive, emotional, social, moral for the present study.

Residential schools: Students coming from different districts of Telangana takes admissions in residential schools, where hostel facility in provided in the school campus itself.

1.6 Review of Related Literature

Bronfenbrenner, (1979) children's developmental contexts are embedded in a hierarchy of proximal relationships, such as with peers and teachers, that are nested within larger systems like the classroom and school.

Hochschild, (2003) stated that children from less-advantaged homes score lower than the national average on national achievement scores in mathematics and reading.

Shonkoff & Garner, (2012) states that early experiences and environmental influences can have a lasting impact on learning (linguistic, cognitive and socio-emotional skills), behavior and health.

Bradley et al. 2001a, Corwyn & Bradley (2000) indicate that children from poor families have less access to a wide variety of different recreational and learning materials from infancy through adolescence.

1.7 Methodological Procedure

Method : The survey method was adopted for the study. After the field survey, identified residential schools were visited to collect the data from the students.

Population : The population for the present study is secondary school students studying VI to X in the residential schools in R.R.Dist .

1.8 Sample and Sampling Technique

The non- probability purposive sampling technique was used to draw the sample. The sample of 150 students, 75 boys and 75 girls were selected. From each class 15 boys and 15 girls were selected for the study

Purposely researcher identified two residential schools in R.R.Dist in the following rationale.

Rationale for Sampling: Researcher to develop insights into the secondary school students behavior who comes from low socio-economic background with limited access to various learning environment and resources and with high career aspirations. Hence the researcher finalized the sample schools from two residential schools in R.R District.

Table 1.1 Details of the sample are mentioned in the table given below

Sl.No	Type of School	No of School	Class					Total
			VI	VII	VIII	IX	X	
1	Residential School (Boys)	1	15	15	15	15	15	75
2	Residential School (Girls)	1	15	15	15	15	15	75
		2	30	30	30	30	30	150

1.9 Variables of the study

The following Independent and Dependent variables were identified for the study. Variables for the study were given below.

    a. **Independent variables** : name, class, gender, age, social status, school, type of family, number of family members, parental education and their occupation

    b. **Dependent Variable :** Perceptions of secondary school students on different behavioral dimensions.

1.10 Tool

The following tool was designed for the study after reviewing the related literature :

    I.   Tool on dimensions of students behavior. The tool has two parts

        Part A: students profile

        Part B: dimensions of students behavior checklist

1.11 Development and Description of Tools

Tool Description

    Tool 1 - Tool on dimensions of students behavior checklist.

The tool consists of 2 parts: Part-A : students profile and Part-B : dimensions of students behavior checklist. The tool is developed in bilingual in English and Telugu for the ease of students.

    Part A: students profile

The students profile includes 17 items i.e., name, class, gender, age, social status, type of school, native district, where do they live and with whom, how do they commute to school, type of family, number of family members, educational background of parents, occupation and their income.

    Part B: dimensions of students behavior checklist

It includes four dimensions with total of 46 items. The four dimensions are Cognitive, Emotional, Social, Moral. The cognitive behavior includes 14 items, emotional behavior includes 12 items, social behavior includes 11 and moral behavior includes 09 items for the study.

Table 1.2 Number of items in dimensions of students behavior checklist.

Dimensions	No. of Items
Cognitive Behavior	14
Emotional Behavior	12
Social Behavior	11
Moral Behavior	09

1.12 Validation of tools

Validation of different behavior dimensions checklist for students

The tool was designed in consultation with the experts in the field of education, research and child rights. After designing the tool the experts opinion were considered, some items which are ambiguous were deleted. The experts felt that the items in the tool were clearly communicating the meaning; they are not abstract and are relevant to the target group. Thus it can be understood that the tool possesses construct and content validity.

1.13 Reliability

The finalized tool was tried out on 10% of the sample other than the sample included in the study. The reliability of the tool was established via internal consistency method and it was calculated as

Cronbach's Alpha test (α)

$$\alpha = (K/K\text{-}1)(1- \textstyle\sum s^2 y / s^2 x)$$

K is the number of test item

$\sum s^2 y$ is the sum of the item variance

$s^2 x$ is the variance of the total score

The reliability value was found to be 0.874. Thus the tool possess reliability.

Scoring: A three-point scale was developed to measure the responses different behavior dimensions checklist for students and the opinions scored as Always "2" and Sometimes"1" and Never "0" score is assigned.

1.14 Administration of the tool, data collection and statistical Analysis

The present study was conducted on a sample of 150 students studying in classes VI to X in residential schools. The tools designed for the study was administered and the relevant data was collected from students .While administering the tools care was taken to take necessary permission from the schools and fixing up the schedules to visit the schools. The respondents were ensured that their responses would be kept strictly confidential and will be used only for research purpose. Throughout the process, the researcher made a very careful presence in the administration without disturbing respondents. After completing collection of data in the schools, the data was vetted and collected data were organized systematically and analyzed the data using descriptive statistics like percentage ,frequency.

1.15 De-limitations of the study

1. The study is confined to government residential schools in Ranga Reddy district
2. The study is limited to students studying in classes VI to X .

1.16 Data Analysis

Cognitive Dimension

Table 1.3 Cognitive Behavioral Perspectives (Frequency - N, Percent - %)

Behavioral Perspectives	Always				Sometimes				Never			
	Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%
Work Hard	71	94.7	75	100	4	5.3	0	0	0	0	0	0
Teachers Helps Me	67	89.3	75	100	8	10.7	0	0	0	0	0	0
Understand Teaching	56	74.7	66	88	1	1.3	1	1.3	18	24	8	10.7
Clarify Doubts	45	60	62	82.7	26	34.7	11	14.7	4	5.3	2	2.6
Cannot cope with Mathematics	58	77.33	55	73.33	10	13.33	11	14.67	7	9.33	9	12.00
Cannot cope with English	52	69.33	45	60.00	10	13.33	15	20.00	13	17.33	15	20.00
Cannot cope with Telugu	38	50.67	40	53.33	20	26.67	20	26.67	17	22.67	15	20.00
Difficulty to solve mathematics problems	62	82.67	58	77.33	6	8.00	11	14.67	7	9.33	6	8.00

Difficulty in reading English	64	85.33	60	80.00	6	8.00	8	10.67	5	6.67	7	9.33
Difficulty in writing English	68	90.67	65	86.67	4	5.33	8	10.67	3	4.00	2	2.67
Difficulty in reading Telugu	42	56.00	40	53.33	25	33.33	20	26.67	8	10.67	15	20.00
Difficulty in writing Telugu	45	60.00	42	56.00	22	29.33	19	25.33	8	10.67	14	18.67
Exams Stress	24	32.00	29	38.67	48	64.00	42	56.00	3	4.00	4	5.33
Time for Hobbies	34	45.33	30	40.00	40	53.33	42	56.00	1	1.33	3	4.00

From the above table 1.3 it is found that out of 150 students of which 71 boys (94.7%) and 75 girls (100%) expressed they work hard to score good marks. boys 67 (89.3%) and all girls 75 (100%) expressed that their teachers help them in their learning, and only 8 boys (10.7%) mentioned they never get help.

It is observed that boys 56 (74.7%) and girls 66 (88%) always understand the teaching concepts in the class where as boys 18 (24%) and girls 8 (10.7%) said they are never able to understand the teaching in the class.

It is also found that 45 (60%) boys and 62 (82.7%) get their doubts clarified with teachers and friends and 4 (5.3%) boys and 2 (2.6%) girls said never and boys 26 (34.7%), girls 11 (14.7%) expressed sometimes.

It is observed that boys 58 (77.33 %) and girls 55 (73.33%) said they cannot cope with Mathematics subject where as boys 10 (13.33 %) and girls 11 (14.67%) expressed sometimes,7 (9.33%) boys and girls 9 (12%) said never.

It is seen that boys 52 (69.33%), girls 45 (60.0%) said cannot cope with English language, whereas girls 15 (20 %), boys 13 (17.33%) said never and boys10 (13.33%) and girls 15 (20 %) are not able to cope with English sometimes.

Boys 38 (50.67%) girls 40 (53.33%) said they cannot cope with Telugu language, where as 17 boys (22.67%) and girls 15 (20 %) said never and both boys and girls 20 (26.67%) expressed that they cannot cope with Telugu language sometimes. It is found that boys are able to cope with Telugu language than girls.

It is observed that girls 58 (77.33%) and boys 62 (82.67%) said they find it difficult to solve problems in mathematics where as girls 11 (14.67%) and boys 6 (8%) said sometimes and girls 6(8%) and boys 7 (9.33%) found that they never find it difficult to solve mathematical problems.

It is found that boys 64 (85.33%), girls 60 (80.00%) find difficulty in reading English, whereas boys 6 (8.0%), girls 8 (10.67%) said sometimes and boys 5 (6.67%) and girls 7 (9.33%) said they never find difficult to read English.

It is seen that boys 68 (90.67%) girls 65 (86.67%) always find difficult to write English; 4 boys (5.33%) and girls 8 (10.67%) said sometimes whereas boys 3 (4%), girls 2 (2.67%) never find it difficult to write English. It is observed that more than half of the boys and girls find difficult to write English.

It is observed that boys 42 (56%), girls 40 (53.33%) said always find difficulty in reading Telugu, boys 25 (33.33%), girls 20 (26.67%) said sometimes and boys 8 (10.67%), girls 15 (20 %) found that they never find difficult to read Telugu.

It is observed that boys 45 (60%), girls 42 (56%) always find difficult to write Telugu, where as 22 (29.33%) girls 19 (25.33%) sometimes find it difficult where as boys 8 (10.67%) and girls 14 (18.67%) said it is never difficult to write Telugu. It is seen that boys find difficult to write Telugu than girls.

It is seen that boys 3 (40%) girls 4 (5.3%) never feel stress during exams and boys 48 (64%), girls 42 (56%) find sometimes stressful whereas boys 24 (32%) girls 29 (38.7%) never take any stress for exams.

It is seen that boys 34 (45.3%) girls 30 (40%) said they get time to pursue their hobbies and interest in free time; boys 40 (53.3%), girls 42 (56 %) said sometimes, boys 1 (1.3 %) , girls 3 (4 %) said never find time to spend on their hobbies.

Emotional Dimension

Table 1.4 Emotional Behavioral Perspectives (Frequency - N, Percent - %)

Behavioral Perspectives	Always				Sometimes				Never			
	Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%
Fear of teachers	16	21.3	4	5.3	36	48	42	56	23	30.7	29	38.7
Difficult to express myself	4	5.3	4	5.3	44	58.7	28	37.3	27	36.0	43	57.3
Somebody to care	37	49.3	24	32.0	23	30.7	29	38.7	15	20	22	29.3
Lack of appreciation	20	26.7	9	12	25	33.3	10	13.3	30	40	56	74.7
Happy with friends	70	93.3	61	81.3	6	8.0	8	10.7	2	2.7	6	8
Difficult to mingle	12	16.0	11	14.	32	42.7	17	22.	31	41.3	47	62.7

			7				7				
Share feelings	54	72.0	58	77.3	4	5.3	16	21.3	17	22.7	1	1.3
Angry when people abuse	24	32.0	18	24.0	44	58.7	49	65.3	7	9.3	8	10.7
Not bother about others	20	26.7	36	48	39	52.0	20	26.7	16	21.3	19	25.3
Control my feelings	45	60	47	62.7	23	30.7	22	29.3	7	9.3	6	8.0
Get angry	17	22.7	5	6.7	51	68.0	56	74.7	7	9.3	14	18.7
Freedom	50	66.7	56	74.7	21	28	16	21.3	4	5.3	3	4.0

It is observed that both boys 16 (21.3%) and girls 4 (5.3%) have fear of teachers, boys 36 (48%) girls 42 (56%) fear sometimes whereas boys 23 (30.7%) girls 29 (38.7%) are never fearful of their teachers. It shows that teachers are friendly with most of the students in the school.

It is observed that both girls and boys 4 (5.3%) would always find difficult to express themselves where as boys 44 (58.7%) girls 28 (37.3%) feel sometimes wherein boys 27 (36%) girls 43 (57.3%) are able to express themselves without any difficulty. From the above table it is known that girls 43 (57.3%) never find any difficulty to express themselves than boys 44 (58.7%) who sometimes find difficult.

It is seen that boys 37 (49.3%) and girls 24 (32%) always feel somebody should care for them, boys 23 (30.7%), girls 29 (38.7%) feel sometimes they should take care by others, boys 15 (20%) girls 22 (29.3%) never felt that someone should take care of them. Comparatively, it is seen that most of the boys 37 (49.3%) feel that they should be taken care by others.

It is observed that boys 20 (26.7%) and girls 9 (12%) said they are not always appreciated for their work at school whereas boys 25 (33.3%) girls 10 (13.3%) feel they are appreciated sometimes, boys 30 (40%) 56 girls (74.7%) are never appreciated by their teachers. It shows that students always wants appreciation from their teachers for every task they do in the school.

 It is found that more than half of the number of boys 70 (93.3%) and girls 61 (81.3%) are happy with their friends and peers, only boys 6 (8%), girls 8 (10.7%) are sometimes happy with their friends whereas are boys 2 (2.7%), girls 6 (8%) are found they are never happy with their friends and peers. It shows that more than half of the number of boys and girls are found happy with their friends and peer group in the school.

It is seen from the table above 1.4 that boys 12 (16%) and girls 11 (14.7%) always find it difficult to mingle with others however, boys 32 (42.7%) , girls 17 (22.7%) sometimes find difficulty, whereas boys 31 (41.3 %) and girls 47 (62.7%) never find difficulty to mingle with others. It shows that girls 47 (62.7%) are able to mingle well than the boys 31 (41.3 %).

It is observed from the table that boys 54 (72%) girls 58 (77.3%) always share their feelings with their teachers and friends, boys 4 (5.3%) girls 16 (21.3%) share sometimes but boys 17 (22.7%) and only one girl 1 (1.3%) never share their feeling with teacher and friends. It is seen that more than half of the girls 58 (77.3%) are able to share well with their teachers and friends than boys which is found to be 54 (72%).

It is found that boys 24 (32%) girls 18 (24 %) get angry when people abuse them, and boys 44 (58.7%) girls 49 (65.3%) said sometimes and boys 7 (9.3%) and girls 8 (10.7%) never get angry when they are abused by others. It is seen that majority of students are sometimes sensitive and get angry when they are abused by others, it could be their teachers, friends or parents.

It is observed that boys 20 (26.7 %) and girls 36 (48%) do not bother what others say or think   about them, but boys 39 (52.0%) and girls 20 (26%) are bothered sometimes and boys 16 (21.3 %) girls 19 (25.3%) are never bothered. It shows that children learnt to be tolerant and not worried what others say or think of them, girls 19 (25.3%) shows slightly more tolerant than boys 16 (21.3 %).

It is observed that boys 45 (60%) girls 47 (62.7%) always manage to control their feelings, where as boys 23 (30.7%) and girls 22 (29.3%) expressed sometimes whereas boys 7 (9.3%) and girls 6 (8.0%) can never manage to control their feelings. It is seen that both boys and girls are able to manage their feelings and emotions to some extent.

For the question, 'I get angry when I do not get what I wanted', It is observed that boys 17 (22.7%) , girls 5 (6.7%) expressed that they always get angry when they do not get what they wanted. It is seen that both boys 51 (68.0%) and girls 56 (74.7%) expressed sometimes, and girls 14 (18.7%) boys 7 (9.3 %) never get angry if they do not get what they want. It is found that half of boys 51 (68.0%) and girls 56 (74.7%) both show anger sometimes if they do not get things when they want.

From the above table it is found that boys 50 (66.7%) and girls 56 (74.7%) have freedom to do what they want, where as boys 21 (28%) and girls 16 (21.3%) get freedom sometimes and very less percentage of boys 4 (5.3%) and girls 3 (4.0%) expressed they do not have

freedom. It is observed that most of the boys 50 (66.7%) and girls 56 (74.7%) are given freedom to do what they want both at school and home.

Social Dimension

Table 1.5 Social Behavioral Perspectives (Frequency - N, Percent - %)

Behavioral Perspectives	Always				Sometimes				Never			
	Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%
Mingle well with everybody	61	81.3	62	82.7	16	25	13	17.3	2	2.7	0	0
Sharing	64	85.3	60	80	11	14.7	15	20	0	0	0	0
No fear to speak	49	65.3	44	58.7	19	25.3	19	25.3	7	9.3	12	16
Confident	67	89.3	75	100	4	5.3	0	0	4	5.3	0	0
Interact well	45	60	49	65.3	24	32	24	32	6	8	2	2.7
Everybody likes me	50	66.7	57	76	23	30.7	18	24	2	2.7	0	0
I do not want to be with others	14	18.7	1	1.3	24	32	18	24.0	37	49.3	56	74.7
I like everybody	61	81.3	64	85.3	13	17.3	9	12	1	1.3	2	2.7
Make friends easily	54	72	54	72	4	5.3	17	22.7	2	2.7	4	5.3
Very talkative	26	34.7	37	49.3	44	58.7	35	46.7	5	6.7	3	4
Mingle well with my friends	57	76	65	86.7	13	17.3	10	13.3	5	6.7	0	0

It is seen that boys 61 (81.3%) and girls 62 (82.7%) mingle well with everybody around them and 16 (25%) , 13 (17.3%) sometimes mingle and two boys i.e. 2.7% never mingle with people around them.

More than half of the boys 64 (85.3%) girls 60 (80%) share their notes, books, stationery items with their friends and other students, where as boys 11 (14.7%) and girls 15 (20%) share sometimes. It is observed that both boys 64 (85.3%) girls 60 (80%) do share their notes, books, stationery items with friends and other students.

It is observed that both boys 49 (65.3%),girls 44 (58.7 %) always have no fear to speak in the class, whereas both boys and girls 19 (25.3 %) expressed that they fear to speak in the class sometimes, where as boys 7 (9.3%) and girls 12 (16%) never have any fear to speak.

It is seen that 67 (89.3%) boys and girls 75 (100%) are always very confident about themselves and only 4 (5.3%) of boys are not confident neither sometimes and never confident. It is observed that girls are 100% confident about themselves than boys in the school.

It is seen that 45 (60%) of the boys and 49 (65.3%) girls can interact well with people around them , 24 (32%) both boys and girls are equally able to interact well and negligible students both boys 6 (8%) and girls 2 (2.7%) are never able to interact well with people around them.

It is observed that 50 (66.7%) boys and girls 57 (76%) expressed that they are always liked by everybody and 23 (30.7%) boys and 18 (24%) girls sometimes and only two boys (2.7%) expressed they are never liked by anyone. It is seen that more girls 57 (76%) expressed that everybody likes them when compared with boys 50 (66.7%).

It is observed that 14 (18.7%) boys and only one girl (1.3%) expressed that they always want to be by themselves, where as 24 (32%) boys and 18 (24%) girls expressed sometimes want to be with others 37 (49.3%) of boys and 56 (74.7%) of girls have expressed that they never want to be alone but want to be with others.

It is observed that 61 (81.3%) boys and 64 (85.3%) girls always like ,13 (17.3 %) boys and 9 (12%) girls do like everybody sometimes where as one boy (1.3 %) and 2 girls (2.7%) said they never like everybody. It is seen that more than half of the number 61 (81.3%) boys and 64 (85.3%) expressed that they like everybody.

It is observed that both boys and girls 54 (72%) expressed that they can always make friends easily. Only 4 boys (5.3%) and 17 (22.7%) girls expressed sometimes and two boys (2.7%) and 4 girls (5.3%) were never able to make friends easily.

It is seen that boys 26 (34.7%) , girls 37 (49.3%) were always very talkative, boys 44 (58.7%) and 35 (46.7%) said sometimes where as only 5 boys (6.7%) and 3 girls (4%) found never talkative. It is seen that both boys and girls are very talkative and able to connect well with others.

It is observed that 57 (76%) of boys and 65 (86.7%) girls were always able to mingle well with their friends, 13 (17.3%) boys and 10 (13.3 %) girls expressed sometimes and only 5 boys (6.7%) expressed they can never mingle well with their friends.

Moral Dimension

Table 1.6 Moral Behavioral Perspectives (Frequency - N, Percent - %)

Behavioral Perspectives	Always				Sometimes				Never			
	Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%
Loyal to everybody	39	52	47	62.7	27	36	20	26.7	9	12	8	10.7
Do not like to cheat anybody	44	58.7	40	53.3	8	10.7	3	4	23	30.7	32	42.7
Tell lies to avoid punishment	9	12	2	2.7	33	44	22	29.3	33	44	51	68
Prefer to speak truth	60	80	70	93.3	1	1.3	3	4.0	14	18.7	2	2.7
I do not like lying people	54	72	63	84	12	16	6	8	9	12	6	8
Keep up my word	64	85.3	64	85.3	8	10.7	11	14.7	3	4.0	0	0
Obey my teachers	66	88	71	94.7	8	10.7	3	4.0	1	1.3	1	1.3
Do not like people blaming me	49	65.3	67	89.3	22	29.3	3	4	4	5.3	5	6.7
Help people in need	70	93.3	71	94.7	4	5.3	4	5.3	1	1.3	0	0

It is observed that out of 150 students boys 39 (52%), girls 47 (62.7%) are always loyal to everybody, boys 27 (36%), girls 20 (26.7%) are sometimes found to be loyal and boys 9 (12%) girls 8 (10.7%) are never loyal to everybody.

It is seen that boys 44 (58.7%), girls 40 (53.3%) always do not like to cheat anybody, boys 23 (30.7%), girls 32 (42.7%) never like to cheat, whereas boys 8 (10.7%) girls 3 (4%) cheat sometimes.

It is found that boys 9 (12%), girls 2 (2.7%) always tell lies to avoid punishment; boys 33 (44%), girls 22 (29.3%) sometimes tell lies to avoid punishment; boys 33 (44%) girls 51 (68%) never tell lies to avoid punishment.

 It is found that boys 60 (80%), girls 70 (93.3%) prefer to speak truth; one boy (1.3%) and three girls (4%) speak truth sometimes ; boys 14 (18.7%) girls 2 (2.7%) would like never prefer to speak the truth.

 It is evident from the table no.1.6 that boys 54 (72%) , girls 63 (84%) always do not like lying people, boys 12 (16%), girls 6 (8%) said sometimes where as boys 9 (12%) , girls 6 (8%) never like the people who lie.

It is noticed from the above table that both boys and girls 64 (85.3%) always keep their promise ; boys 8(10.7%) girls 11 (14.7%) would sometimes try to keep their promise ; whereas only three boys (4%) never try to keep their promise.

It is observed that more than half boys 66 (88%), girls 71 (94.7%) obey their teachers; Eight boys 8 (10.7%), three girls 3 (4%) sometimes obey and both one boy and one girl 1 (1.3%) are never obedient.

It is seen that boys 49 (65.3%) girls 67 (89.3%) they do not always like people blaming them without any reason, boys 22 (29.3%), girls 3 (4%) said sometimes where as boys 4 (5.3%) girls 5 (6.7 %) expressed that they never like people who blame them for no reason.

It is noticed that boys 70 (93.3%) girls 71 (94.7%) always help people in need; both boys and girls 4 (5.3%) would like to help sometimes but only one boy 1 (1.3%) said he never likes to help anyone in need.

Major Findings

1. It is observed that both boys and girls 'work hard', 'teachers help', ' understand teaching' and 'clarify doubts' which is good indication for cognitive development.

2. It is observed that both boys and girls are having difficulty with Mathematics and English. They are either not able to cope up or having challenges in reading and writing across all classes. The severity for reading is more at lower classes compared to higher classes whereas when it comes to problem solving in Mathematics the severity is more at higher classes.

3. It is observed that there is 'lack of appreciation' (75% girls). And both boys and girls say they have Freedom and Share feelings with teachers and friends. Boys are more 'happy with friends' than girls.

4. Confidence levels are very high in both boys and girls (90-100%), although girls are more confident than boys. Both boys and girls share their notes, books and stationery with their friends.

5. It is observed that both boys and girls help people in need, obey teachers, strive to keep up their word and prefer to speak truth. 68% girls mentioned that they 'never' tell lies to avoid punishment whereas 44% boys mentioned that they 'never' tell lies to avoid punishment .

Conclusion

The study of children's perception on behavioral dimensions provides impetus to holistic development of child with focus on important cognitive, emotional, social and moral aspects at early stage of their life. It is encouraging to see children are confident and ready to work hard and they see teachers helping them in their learning process. There is a need for special

emphasis on English and Mathematics subjects to help students develop more interest and improve their cognitive aptitude.

Children need appreciation and encouragement continuously that works like a lubricant for different faculties of the behavioral dimensions to function properly and strengthens all the ingredients in the behavioral dimensions in their learning process.

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