

Approval seeking behaviour of elementary school children



PRIYANKA DAS

(17PHD014)

Project Submitted In Partial Fulfillment of the
Degree of Master of Science (M.Sc.)

Department of Human Development

Avinashilingam Institute for Home Science and Higher Studies for Women,

Coimbatore- 641043

April-2019

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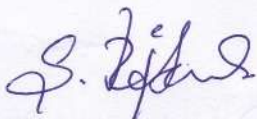
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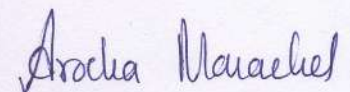
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Signature of the

Guide



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Head of the Department

ACKNOWLEDGEMENT

“It does not take much strength to do things, but it requires a great deal of strength to decide what to do.”

The investigator wishes to record her gratitude to **Padmashree Dr. P.R. Krishnakumar**, Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women, for providing the opportunity to conduct the research in this esteemed university.

The investigator owes her heartfelt thanks to **Dr. (Tmt.) PremavathyVijayan, M.sc., M.Ed., Dip.Spl.Edn., M.Phil., Ph.D.**, Vice Chancellor, Avinashilingam Institute for Home Science and Higher Education For Women, Coimbatore for the amenities provided for the successful completion of the study.

The investigator extends her sincere thanks to **Dr. (Tmt.) S. Kowsalya, M.sc., M.phil., Ph.D.**, Registrar, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for providing all facilities to carry out the study.

The investigator expresses her respectful regards and sincere thanks to **Dr. (Tmt.)N.Vasugiraja, M.sc., M.B.A., M.Phil., Ph.D.**, Dean, Faculty of Home Science, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for her encouragement towards the research work.

The investigator expresses her profound sense of gratitude to **Dr. K. Arockia Maraichelvi, M.Sc., M.Phil., Ph.D.**, Associate Professor and Head, Department of Human Development, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for her support towards the research work.

The investigator regards her sincere gratitude and thanks to her guide **Mrs. S. Rajkumari , M.Sc., M.Phil**, Assistant professor, Department of Human Development, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for being the real source of inspiration, motivation, encouragement, constructive comments, laudable guidance and suggestions.

The investigator also extends her sincere gratitude to the beloved **Teachers of the Department of Home Science Human Development**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, Tamil Nadu.

The investigator records her sincere gratitude and thanks to the School Students who had graciously consented to be a part of the study and openly gave their responses with almost enthusiasm and helped the investigator to complete her research.

The investigator is thankful to her parents, family members and friends for their moral support, prayers and help rendered for the completion of the study.

Above all, the investigator expresses her humble gratitude to the sovereign Lord Almighty for showering his blessings to complete the study successfully.

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INTRODUCTION

Approval seeking behaviour is intended to get more approval and respect from others, so far people generally respect is the very opposite i.e. people who are true to themselves. It is nice to have the approval of others but the way to get it is to have self-approval and self-respect. While modern life conditions people to seek approval familiarizing yourself with the approval seeking behaviours. So many people live under an idea that who they are is not good enough and that in order for them to aggregate and complete, in order for them to feel fully loved and treasure, they have to get the approval of those around them.

Approval seeking behaviour is a settled arrangement especially or developing our self to attain others, the competitive behaviour of human makes him to do better than others and to prove himself. There is a difference between needing people's approval for self-worth and liking being loved.

Approval seeking behaviour is a deep human trait and it takes a numerous developments in character and the character changes through time to time. Remember that below the line behaviour styles like approval seeking and competitive are normal human behaviours - you're not a bad person when you live this way. It can, however, become so self-absorbing that it leads to alienating people, depression and ineffectiveness. Seeking the approval of others is something most of us learn to do early on in life, and is actually a natural, normal and healthy aspect of our growth as human beings. Seeking approval not only becomes problematic, but can be quite damaging if we don't consciously pay attention to it and ultimately alter it. (Luminita D. Savinc 2017)

According to "Understanding the Psychology of Guilt" most children were taught from a young age to seek approval from their parents for the things they said or did. Since the need for approval, love and acceptance from our parents is strong, we become conditioned over time to seek approval from others as well. Whenever we don't receive approval from someone who is not our parent, there is an automatic trigger and desire to win it back.

Parents, teachers, psychologists, and others who are concerned with children's behaviour have long recognized that children will behave or misbehave in order to become the centre of attention. The little boy who gets caught throwing spit balls while the teacher is busy with another pupil may be seeking attention. Attention may also be the goal of a brother and sister to get into a fight while mother is on the telephone. This study investigated the behaviour of children in their efforts to get attention.

Many parents and teachers after experienced that inward sigh when the children or the students seem to seek more attention beyond of the normal level. Attention seeking behaviour may appear as a child being goofy to make others laugh or constantly requesting someone to play with them. It can also be in the form of self-injury or aggressive behaviour in children. Even though the attention may be considered negative (i.e. scolding from caregiver), it can still be very reinforcing for a child wanting to get attention no matter what that requires.

The child catches the attention of his parents or peers to gain attention. He will do something annoying that will catch the attention of those people surrounds him like licking his nose, banging his head on the wall, aggravating others around him by pulling their hats off at home time, poking them or leaning on them during quiet times. He enjoys showing adults and peers his "sore knees" or "spots" or "bleeding nose" to gain sympathy from them.

This child constantly does things to get your attention and it can become quite annoying. They will blurt out and tell you what they did etc. Their desire for attention is almost insatiable. Much of what they do is done to get attention. It doesn't seem to matter that you provide lots of attention as they continually seek more.

According to (**Carthage Buckley, 2014**) Approval is like a killer. It becomes addictive and you quickly develop a need for more. Receiving disapproval becomes a painful experience. Entire decision-making processes are eventually taken over by your need for the approval of others. One sacrifice their own dreams and ambitions in order to have their approval. Among the negative consequences of approval seeking behaviours is a lack of achievement.

Seeking is defined as looking for something, or trying to achieve something. If one become a doctor because their parents want to and their try desperately for whole life to get your parents to approve of you, this is an example of seeking approval.

- Changing or softening a stance because someone appears to disapproval.
- Seeking permission when it is not required.
- Failing to stand up for your own right.
- Engaging in gossip to gain attention or gain acceptance.
- Fishing for or expecting compliment and getting upset if someone fails to do so.
- Taking it personally and feeling upset or insulted if someone ever disagrees with you. (Melody Wilding, LMSW)

Seeking the approval of others is something most of us learn to do early on in life, and is actually a natural, normal and healthy aspect of our growth as human beings. Seeking approval not only becomes problematic, but can be quite damaging if we don't consciously pay attention to it and ultimately alter it. (Luminita D. Savinc 2017)

Approval-seeking behaviour is that it usually produces the opposite results to those which are intended. If you take a moment to consider those people whom you respect most, you will find that one of their strongest traits is their ability to be true to who they are. They stand up for what they believe in and live by their own values. Approval seeking behaviour is intended to get more approval and respect from others, yet what people generally respect is the very opposite i.e. people who are true to themselves. It is nice to have the approval of others but the way to get it is to have self-approval and self-respect. While modern life conditions people to seek approval; familiarizing yourself with the approval seeking behaviours, listed above, will help you to identify when you are seeking approval, allowing you to take corrective action. (Carthage Buckley, 2014)

During late childhood, the peer group acts as a key socialization context for children. The influence of peer approval on children's appraisals of self-worth is therefore critical. In this age they want more attention because of the insecurity feeling and also more love and affection from their family members and from the school. Parents and school should provide support to them. So many social issues that affect children, such as childhood education, bullying, child poverty, dysfunctional families, child labour, hunger, and child homelessness. Children can be raised

by parents, by fosterers, guardians or partially raised in a care enter. (Buhrmester & Furman, 1987).

It has motivational basis for social support for them and to achieve recognition and status by engaging himself in approval seeking behaviour in particular situation through both positive self-presentation. Social approval is an important device, which parents and other socializing agent used the behaviour of their charges through approval and disapproval. Certainly by time children are two or three years old, approval can be used to reinforce learning and socializing agent used both promises of approval and threats of disapproval to control behaviour of their wards. Approval seems to be more effective when they are anxious (Ambast & Tripathi, 1983; Tripathi, 1981; Tripathi & Shrivastava, 1982).

According to (Harter et al., 1996) distinguished between self-appraisals focused on peer approval versus peer disapproval. However, the measure in this study included only one, forced-choice item for each construct, and the two items were collapsed for analyses. Thus, this work did not distinguish the correlates of positive versus negative approval-based self-worth.

Emotional/Social Behaviour

Girls and first born children are high approval seekers than older children, boys and later born (Boroson, 1970; Masterson, 1971; McGurk & Lewis, 1972). Similarly Crandall et al. (1965), Tripathi and Tripathi, (1978) found no relationship between sex and Need for approval.

According to Rudolf Dreikurs, children need attention like a plant needs sun and water. Mother Nature does her best to make sure both plants and our little ones get what they need. Little children are designed to get adult attention. Watch what happens when adults meet the new baby in the family. His little face and cute little fingers and toes make adults fuss over him and even compete to hold him. His cries bring his mother running. His little coos and smiles keep her engaged.

Symptoms of behaviour:

- ❖ Aggravating others (children, friends, classmates, schoolmates even family members)
- ❖ Blurts out answers before questions have been completed
- ❖ Difficulty awaiting turn
- ❖ Interrupts or intrudes on others (butts into conversations or games)
- ❖ Doing something annoying that will catch the attention of people surrounds him/her
- ❖ Hyperactivity
- ❖ Attention seeking behaviour
- ❖ Lacks empathy
- ❖ Illusions
- ❖ Disregard for others

After getting parental juice they want approval seeking from them a there are few point based on the need of approval seeking behaviour are giving below:

1. Catch them being good. Give attention for appropriate behavior. Look for opportunities to make a positive comment, to pat a child on the shoulder, to share an activity, and to have a conversation.

2. Ignore the misbehavior but not the child. When the child misbehaves, resist the temptation to lecture, nag, scold, yell, or punish. Negative reactions will only keep the negative interaction going. Instead, simply quietly send her to time, talk less to them about the approval behaviour.

3. Be consistent. It's the only way children know we mean what we say.

4. Repeat. Repeat until the child gets it. Repeat whenever misbehavior is more than a momentary lapse. Repeat more than you think should be necessary. It's normal to need attention from others. (Marie Hartwell-Walker, Ed.D. 2018).

Step of Approval-Seeking Behaviours (By Melody Wilding, LMSW)

The following are some of the most common approval-seeking behaviours. This is not an exhaustive list.

1. Changing or softening the position because someone appears to disapprove.
2. Paying insincere compliments to gain approval.
3. Feeling upset, worried, or insulted when someone disagrees with them.
4. Expressing agreement (verbally or non-verbally) when other do not agree
5. Doing something which they do not want to do because they are afraid to say 'No'
6. Failing to complain when they have received poor service or a product not fit for purpose
7. Spreading bad news and gossip to gain attention
8. Asking permission when it is not required
9. Consistently apologizing for their words and deeds whether others have expressed disapproval or not e.g. 'I'm sorry but'
10. Pretending to be knowledgeable or an authority on a subject because they are afraid to admit that there is something they do not know.
11. Attempting to coax people into paying compliments and/or getting upset when they fail to do so.
12. Behaving in a non-conforming manner in order to draw attention.
13. Any behaviour which is contrary to your identity and purpose, or conflicts with your core beliefs, is generally done to gain the approval of someone else.

Lewin (1931) felt that the environment of a child is very important in the consideration of his behaviour. The total environment is understood to be every object or person in the child's presence at any given moment. It also includes his internal state, both physical and psychological, as well as past learning and memories, and expectations of future events.

The total environment at any given moment must be considered to understand fully the actions of the child. In addition, Lewin placed a special emphasis on the social environment and felt that the child learned in increasing degrees to control it. Social facts, i.e., the interactions and reactions of people, are as real in the environment as physical facts and play an important role in the child's behaviour. Lewin said:

The fact that certain activities (e.g., playing with certain toys) are "allowed" and others "forbidden" (e.g., throwing things, or touching certain objects belonging to the "grown-ups") begins very early--certainly before the age of two—to play an important dynamic part in the structure of the child's environment. With the growth of the child, social facts usually acquire more and more significance for the structure of the psychological environment.

Lewin also considered the needs of the child to be important in his interaction with the environment. Social needs were as necessary for the child as physical needs. Therefore, Lewin said, "All these things and events [physical and social facts] are defined for the child partly by their appearance but above all by their 'functional possibilities.'"

Environmental facts, both social and physical, have the ability to attract or repel the child. In Lewinian terminology this is considered to be a valence, and the valence of an object is usually derived from the fact that the object is a means to the satisfaction of a need, or has something to do in an indirect way with the satisfaction of a need. The positive or negative valence of an environmental fact determines the direction of the behaviour. A positive valence attracts the child and a negative valence repels him.

In Lewin's theory, the field force is the total environmental situation which motivates the child or person to movement or activity. This field force has the properties of direction, strength, and point of application. The direction which the

valence imparts to the child's behaviour varies in accordance with the content of his wants and needs. At times a barrier may prevent the child from direct attainment of the desired goal. The barrier may take the form of a fence, a locked door, or even a prohibition by an authority. ' If such a barrier does exist, the child may then take a circuitous route around the barrier and still reach the desired object, Lewin stated that barriers, particularly prohibitive authorities, create a negative valence for the objects or activities. If the positive valence of the desired object or activity is stronger than the negative valence created by the barrier then the child will continue to be directed toward the forbidden object or activity. The existence of both positive and negative valences for the same object creates conflict in the child.

The strength of the valence is also an important property in determining behaviour. According to Lewin an object or activity may have a strong positive valence. The way to change the activity or prevent a child from attaining the object is to create a barrier that has sufficient negative valence to counteract the strength of the positive valence. A child may want to play with a ceramic figure on a coffee table. The barrier is the prohibition by an adult. The figure has a positive valence; the prohibition places a negative valence on the activity playing with it. If the prohibition has greater strength than the positive valence of the ceramic figure, then the child will refrain from the prohibited activity.

The point of application is the direct activity that will satisfy a need or a desire. In the above example the point of application would be the child's moving toward and reaching for the ceramic figure. However, with the adult's prohibition the point of application maybe the child's seeking permission from the adult to play with the object. In seeking permission, the point of application is directed toward the adult and indirectly toward the desired object.

If attention from an adult is the goal of a child then the direction, strength, and point of application of the valence may be misinterpreted. If the object of the valence is the attention of an adult and the barrier is the adult's unconcern or preoccupation so that the direct point of application is not satisfying, then the child may attain attention by the circuitous route of misbehaviour. He can reach for the prohibited object or engage in the prohibited activity and thereby obtain the desired attention. In this case

the prohibition does not create a negative valence for the activity, but may place a positive valence on such behaviour.

Punishment typically places a negative valence on an object or activity. However, if attention can be considered a need, then the negative aspects of punishment may be overshadowed by the satisfaction of the need for attention. A strong valence for attention could explain why a child may continue to engage in prohibited activity in the face of severe punishment. While the punishment fails to place a negative valence on the activity, the attention received is adding positive value to it.

Those experimenters engaged in behaviour modification research generally consider social reinforcement as verbal approval from another person (Baer, 1962; Bandura, 1963; Bijou and Baer, 1963; Gewirtz and Baer, 1958; Stevenson, 1961). Very few studies have investigated whether negative statements or punishment could actually reinforce a behaviour.

Bijou and Baer (1963) discussed the child's attention-seeking from the point of view of social reinforcement. They felt that attention given to a child was rewarding and that behaviour could be shaped by giving or withholding attention. They mentioned several field-type experimental studies in which the behaviour of several problem children was examined while they were in school. The studies extended for a period of days, examining the environment at the time of the child's misbehaviour and the change in that environment as a consequence of that behaviour. When the reinforcing consequences were determined, they were stopped and the teachers then provided attention and approval for other more appropriate behaviour. The authors stated that the unwanted behaviour lessened and the new behaviour was strengthened.

Baer (1962) conducted research using a puppet as the social reinforcer and found that children would behave in such a manner as to produce and maintain attention from the puppet. However, he said that there were vast individual differences among children and that some children did not respond to attention as a social reinforcer.

In an evaluative article on social reinforcement research, Zigler (1963) stated that all events could be classified as reinforcing or non-reinforcing. He also stated:

The demonstration that a social reinforcer strengthens a response sheds little light on the central issue of why this should be the case. The central question is what the social reinforcer means to the child, with such meaning ultimately being determined by the cognitive and motivational attributes of the child (1963, p. 615).

He further recognized that "the most objectively negative social stimuli could be and in fact are defined as positive social reinforcers."

Some answers to Zigler's questions on the nature of social reinforcement may be gained by considering the teleological theory of childhood behaviour, which Dreikurs (1964) has derived from an Adlerian framework. Dreikurs hypothesized that every action of the child can be explained by one or more of four goals:

A well behaved and well-adjusted child has found his way toward social acceptance by conforming to the rules governing the group and by making useful contributions. But even the child 'who misbehaves and defies the requirements and needs of the situation still believes that his actions will give him social status. He may try to get attention or attempt to prove his power, or he may seek revenge or display his deficiency in order to get special service or exemption. Whichever of these four goals he adopts, his behaviour is based on his conviction that only in this way can he function within the group. His goal may occasionally vary with circumstances; he may act to attract attention at one moment, and assert his power or seek revenge at another. He may also attain his goal by different techniques; therefore, the same behaviour pattern can be used for different purposes. Its dynamics can be generally recognized by the effects which it has on others and by the impulsive reaction of the adults. Whatever one is inclined to do to the child when he misbehaves is generally identical with the child's expectation. Be it attention, contest for power, mutual retaliation and revenge, or exasperation and despair on the part of the parents and teachers; it always reflects the goal of the child.

The attention getting activity is the first goal of the child and is an important aspect of the other goals mentioned. The three other goals seem to emerge from the child's attempts to get attention and the reaction of the parents to these attempts. Dreikurs explained:

The attention getting mechanism is operative in most children. Its predominance is the result of the method in which children are brought up in our culture. When young, they have very few opportunities to establish their social position through useful contribution. Whatever has to be done for the welfare of the family is done by older siblings or adults. This leaves one way for the young child to feel a part of his family group. Prevented from gaining status through his own constructive contributions, he can gain it only through a recognition of his value by the others. As a result, the child seeks constant proof of his acceptance through gifts, demonstrations of affections, or at least through attention. As none of these increase his own feeling of strength, self-reliance, and self-confidence; the child requires constant new proof lest he feel lost and rejected. He will try to get results through socially acceptable and pleasant means, like his charm, cuteness, cleverness, bright remarks and the like. However, he may discover that these methods are no longer sufficiently effective. Such shattering discoveries are generally made when a younger sibling is born, "who steals the show," or when the adults expect the child to give up his "childish" Behaviour. As he grows up, the same "adorable" qualities are no longer regarded as proper. Sometimes the child overdoes his demands, particularly when the adults begin to make demands on him. At any rate, whenever the pleasant methods fail, the child will try any other conceivable method to put others into his service or to get attention. Unpleasant by products, like humiliation, punishment, or even physical pain, do not matter as long as his main purpose is achieved. Children prefer being beaten to being ignored. Being ignored or treated with indifference is interpreted as real rejection, as being excluded.

Obtaining attention is the primary goal in young children according to Dreikur's theory. Through attention they find their place and status in the family group or community. If the attention they seek is unavailable through socially acceptable activities, or if their socially acceptable activities do not get attention, then they misbehave in order to obtain the desired attention. The purpose of this study was to investigate the attention-seeking behaviour of young children.

Scope of the study

The school going children need more attention toward them, through this study we will see the approval seeking behaviour in children 9-12 years age group. The study is conducted with the scope of understanding the level of approval seeking behaviour among of children and to help them with suitable environment for their betterment.

Objective of the study

The objective framed for the study were to

- Identify the approval seeking behaviour in school going children.
- Recognize the effect of age, gender with the socio approval seeking behaviour.
- To assert the influence of demographic variables like age, gender, number of sibling, types of family, area of living on the approval seeking behaviour of school children.

HYPOTHESIS

The hypothesis proposed for the current research were as follows

H1: There is no association between age and approval seeking behaviour

H2: There is no association between type of family and approval seeking behaviour.

H3: There is no association between gender and approval seeking behaviour

H4: There is no association between number of sibling and approval seeking behaviour

H5: There is no association between areas of living on approval seeking behaviour

Review of literature

A literature pertaining to the research entitled, “**Approval seeking behavior of elementary school children**” was classified and presented under the subsequent

Campbell and Gilmore (2009) in a study aimed to investigate of 220 children fears from the father’s perspectives or informants. The finding showed that there were significant differences between the total “children fears” score responses among the parents and their.

Caron et al. (2006) found that significant correlations between parental warmth and behavior of children were not dependent on a specific interaction between the parent and child; parental warmth was consistent across situations. However, parental control was dependent on the interaction between the parent and child and was not consistent across time. Also, there was a moderating relationship found; when parental warmth was low, high levels of parental control were associated with higher levels of externalizing behaviors.

Gilliom & Shaw, (2004) Behavioral outcomes in preschool children can be conceptualized positively in terms of competence or negatively in terms of behavior problems. This study will focus on externalizing behavior problems and will refer to overt negative behaviors. The children that exhibit these externalizing behavior problems are characterized by how they direct negative manifested emotions of frustration, anger, and aggression towards others. Self-regulation of children who demonstrate negative externalizing behaviors is underdeveloped, resulting in the negative overt behaviors that can be observed.

Ghesquière, & Onghena, (2004). Responsiveness is categorized as the degree to which parents support unattended to their child’s needs. Parental demandingness is the expectation for mature and responsible behaviour by the child. Authoritarian parents place high importance on conformity and obedience, but do not value warmth and responsiveness Children.

Mellor (2005) found that there has been no comprehensive in research for over four decades. He first explained that part of the problem is that there has been no universally held definition of “attention seeking behavior”. Seventy eight percent of the literature he reviewed since the 1960’s did not define “attention-seeking” and when

they did, it did not always reflect consistently of earlier studies. Many times the investigators would list a wide range of behaviors that may constitute “attention-seeking” but there was no common criteria for what the behavior may look like. The beliefs, attitudes, and perceptions of those doing the studies had as much of an influence on the outcomes as did the actual study variables, an obvious threat to internal validity. Mellor also found that there were no reliable estimates of its prevalence and that there was widespread disagreement over the origins of negative attention-seeking behavior. Measuring the behavior became even cloudier when there was no distinction between one type of attention-seeking behavior.

Shatin and Drinkard (2002) discovered that children prescribed psychotropic medication school Climate If you tune in regularly to the six-o’clock news, you might deduce that kids today are much worse off than kids just 20 years ago. School shootings, bullying, violence, and exploitation are consistently the lead stories pertaining to children in today’s society. Are kids more aggressive, more violent? Are they angry, lonely, and neglected? Do they present more significant behavior challenges than kids just 20 years previous? Has grown by 26%.

Rescorla, Achenbach, & Dumenci (2002) concluded that many kinds of problems can potentially affect students learning, educator’s effectiveness, school climates, and the challenges confronting school counselors listed examples: anxiety, distractibility, social withdrawal, poor peer relations, fatigue, and low motivation that can be common obstacles for the student and the teacher recommended that it is essential for school counselor’s to assess a broad spectrum of possible student problems. Being able to spot disruptive behaviors in a classroom is not difficult. Proper assessment of possible causes of certain problem behaviors, and designing effective intervention programs becomes the true test for school counselors.

Neville’s (1995) finding that the openness to influence by early experience differs between the semantic and syntactic language systems). Because parents are usually the ones who spend the most time with young children over extended periods of time, these questions of changing plasticity do matter in our efforts to understand the parental realm of influence. In the study, I was expected that younger children would have a higher need for approval—that is, their self-worth would be more contingent on social approval—than older children. We also expected that normative socialization

experiences would lead to sex differences in need for approval. Specifically, consistent with research indicating that females place more investment in relationships as a source of self-definition and psychological well-being and have more social-evaluative concerns than do males, we anticipated that girls would endorse a higher need for approval from peers than would boys. Indeed, several theories of personality development share the perspective that some individuals are more likely than others to base their self-worth on approval or success in relationships. The present study examined the correlates of these individual differences in need for approval, building on prior theory and research in two important ways.

Saxena (1992) that looking at the function of the behavior (behavior analysis) is the most accurate way to draw conclusions about the behaviors origin. Taylor and Carr devised a three-category study of 5 to 10 year olds. The categories were: AS= attention seekers, SA= socially avoidant, and NP= no problem behaviors. Three experimental conditions were used in a lab setting to assess the effects of adult attention on children's behavior. Their hypothesis was that there are ways adults can extinguish the negative behaviors; and can also inadvertently reinforce negative behaviors. Non-contingent high attention, non-contingent low attention, and contingent attention were manipulated for the three groups of subjects. The study concluded that the student's personality type dictated which type of strategy adults need to employ to increase or decrease the student's behaviors, not just looking at the behavior independently. Taylor and Carr used the Motivation Assessment Scale (MAS) to identify stimulus conditions that evoke problem behaviors.

Saxena (1992) and **Peretti, Clark, & Johnson** (2001) studied how perceived parental rejection affected attention-seeking behaviors in a classroom setting. Parental rejection had a dramatic impact on negative behaviors displayed by the children. They found that parental rejection distorts and devalues self-concept in children. Children may feel helpless, insecure and inferior. These children attempt to gain acceptance and positive social relationships through a variety of attention-seeking behaviors. The studies showed a strong relationship between parental rejection scores and observed attention-seeking behaviors. The parental rejection measurement was obtained by surveying the children about their perspective on how they were treated by their caregiver(s), not by actual observed caregiver conduct. The validity of these results may have been hindered due to the method of gaining the information Research

showed that kids who misbehave have poor opinions of their parents. He cautioned that this could reflect as a way the subjects misdirect blame, and vice versa.

Moelis (1962) found that parents of children with conduct problems tended to be significantly more hostile and rejecting towards their children. Traditional beliefs reinforce that moms are naturally better able to provide care, love, and acceptance for their children than do fathers examined rejection by mothers and its influence on children's attention-seeking misbehavior. Saxena used the Rohner Parental Acceptance-Rejection Questionnaire (PARQ) (Appendix A) to gain the subjects perspective on their relationship with their mothers.

METHODOLOGY

Research is careful investigation or inquiry especially a search for new fact in any branch of knowledge and is important part of any scientific study. The main aim of the research is to find out the truth hidden. Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge.

The methodology of the study pertaining to the “**Approval seeking behavior of elementary school children**” was presented under the following heading

- A. Selection of the area**
- B. Selection of the sample**
- C. Selection of the tool**
- D. Conduct of the study**
- E. Analysis of the data**

A. SELECTION OF THE AREA

Approval seeking or need of approval is a part of self-protective and defensive seeking personality (Ambast & Tripathi, 1983; Tripathi, 1981; Tripathi & Shrivastava, 1982). Allaman et al., (1972) found that younger children, girls and first born children are high approval seekers than older children, boys and later born (Boroson, 1970; Masterson, 1971; McGurk & Lewis, 1972). Similarly Crandall et al. (1965), Tripathi and Tripathi, (1978) found no relationship between sex and Need for approval.

Coimbatore was the area selected for the present study. The inclusion criteria to select this city as the center for the present research were as given below:

- One of the fastest growing cities of Tamil Nadu
- A well development education focal point.

As this study need school children as their sample nearby corporation school and private school were approached for the study.

Students of “St Paul’s Nursery & Primary School” of Coimbatore district were selected to conduct the present study.

B. SELECTION OF THE SAMPLE:

The term sampling means the selection of a part of group or an entirely with the sole aim of collecting complete information is used to determine the feature of the entire population, is known as a Sampling.

A finite part of a population or a subset of a set of sampling units, selected by some process usually by deliberate selection with the object of investigating the Properties of the parent population or set is called a sample.

The sample was selected randomly and sampling method where a statistical population of the subset has equal probability of being chosen. All the students have an equal and independent chance of being selected.

For the conduct of the current study 120 children were selected from the age group of 9-12 years. It was study under the criteries of age, gender, number of sibling, ordinal position, family types, and area of residence.

C. SELECTION OF TOOLS

For this present research “A Study on approval seeking behavior among elementary school children” The student form tries to obtain reliable information from the student concerning what he think and feel about his:

1. Demographic information questionnaire: a questionnaire was constructed to elicit adequate information on general and personal profile of the selected young girls and boys with special reference to their age, gender, number of sibling, types of family area of residence,

2. Children approval seeking scale questionnaire: The tool used for conducting the study was the standardized tool. “Children approval seeking test” developed by Dr. N.K.M Tripathi and Ravi Ambast was used to conduct this study. This questionnaire tells about the approval seeking level of the children.

D. ADMINISTRATION OF THE SCALE:

Scoring is accomplished by scoring stencil. The answer encircled appears through stencil are considered. A transparent paper scoring stencil is used. Fitting the stencil

over the answer will make possible to count the scores. Sum of these scoring will provide total score of a child.

Detailed instruction:

- Please read carefully as every statement is related to your approval behavior.
- Please answer each and everything with utmost honesty
- If the question is similar with your behaviors or thoughts cell on left hand side. If dissimilar encircle the cell on right hand side.
- There are two alternatives before each and every statement. Please tick which ever alternative resembles your behavior.
- All information given by you shall remain confidential.

Principle and mechanics of scoring:

Before starting the scoring, procedure answer sheet should be checked that the subject has answered all the questions on the answer sheet. The scoring of children approval seeking test is very easy and of quantitative nature. The scale can be scored easily with reference to the scores obtained for each item separately. Each item has two alternative answers and subject has only to put a right mark at Yes or No alternatives.

- It has both administering quality, i.e. self and non-self. To administer this test trained administrators are not needed.
- The scores can be interpreted in the light of norms
- Percentile norms for Children's Approval Seeking test

Scores:

Percentile	Test scores	Interpretation
99	38.07	Very High
95	36.34	
90	34.81	High
80	32.55	
75	31.96	
70	31.40	
60	30.27	Medium
50	29.12	
40	27.90	Low
30	26.69	
25	25.90	
20	25.01	Very Low
10	23.11	
1	20.76	

E. CONDUCT OF THE STUDY

The study was conducted in phases with the prime objective of children approval seeking behavior of selected children. The phases of study are: -

I. Build up rapport

For any survey to be conducted, establishing rapport with the people where in survey is to be carried out is very essential. Establishing rapport is necessary to convince the sample for their benevolence. Since the survey consist of question regarding their personal information, developing a sense of confidentiality is very important. Hence prior to the study, efforts were made by the investigator to establish a good rapport with the respondents so that the survey could be carried out smoothly with maximum number of responses.

II. Collection of data

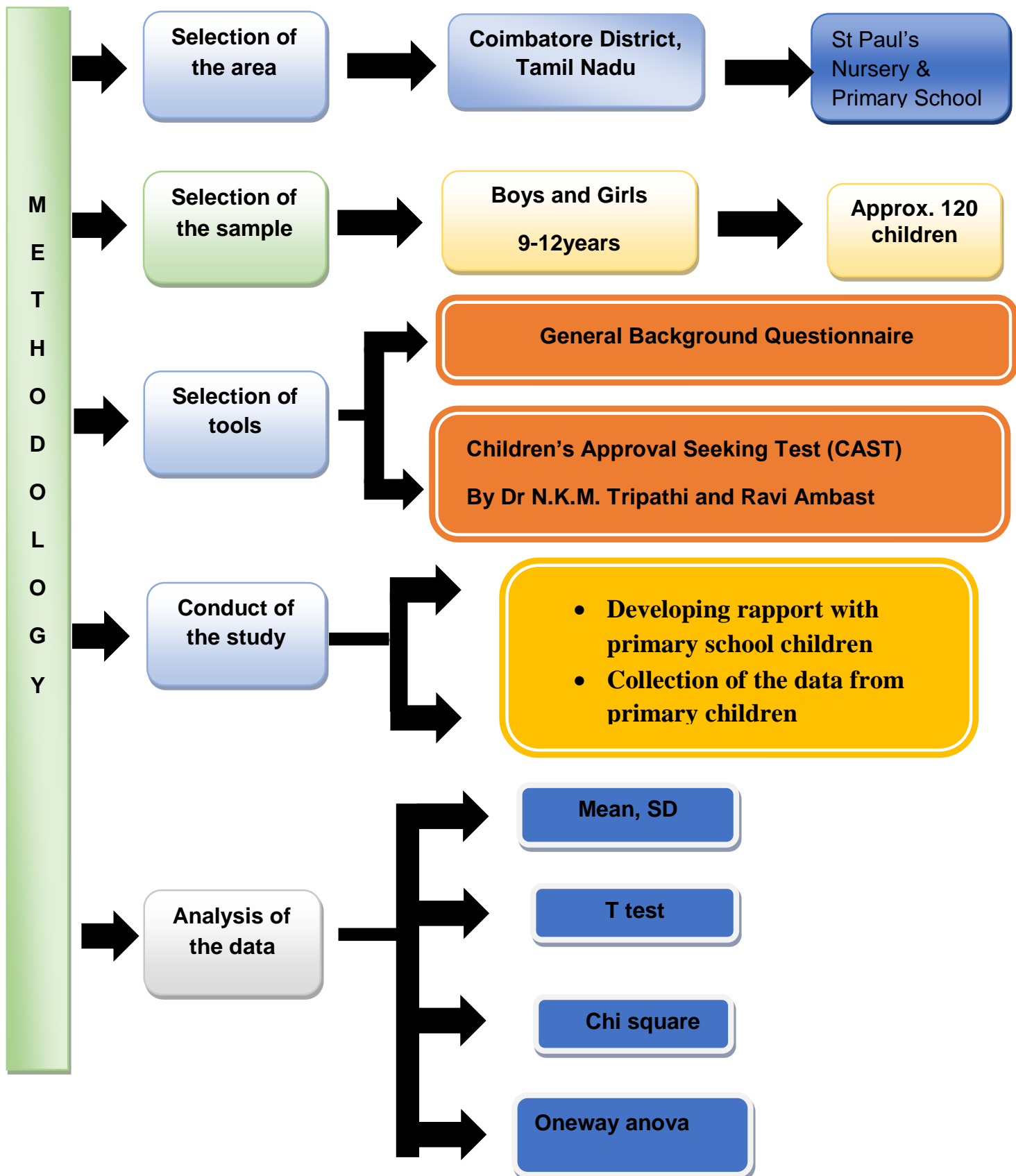
After establishing rapport the investigator distributed the Children's Approval seeking Test (CAST) questioner along with that general profile to the respondents and explain how to fill the each of these form. The investigator cleared the doubts asked by the student during the administration session. The sample has to spend Approx. 30 minutes to fill up all the question.

F. STATISTICAL ANALYSIS AND INTERPRETATION:

According to Jain (2000) the purpose of table is to simplify the presentation of data for feasible comparison. After collection the data, the consolidations are to be taken up.

In order to attain the purpose of the current study, the collected data was coded, classified and tabulated. It was then subjected to statistical analysis using frequency analysis for general information like age, gender, number of sibling, ordinal position, family types, and area of residence. However, for seeing the relationship between the each variable analyzing will needed.

METHODOLOGY AT GLANCE



RESULT AND DISCUSSION

This chapter presents the finding of the study entitled “**Approval seeking behaviour of elementary school children**”. The analysed data and corresponding discussions were explain under the subsequent headings.

A. General profile of the selected respondents

I. Personal information of the selected respondents

II. Approval seeking behavior of selected respondents

B. Association of socio demographic factors and approval behavior

C. Mean and Standard deviation of age and approval seeking behavior in children

D. Association between age, gender, type of family, area of living on approval seeking behavior

E. Influence of children approval seeking behavior in variable level

F. Relationship between age, gender, number of sibling, type of family, area of living

A. General profile of the selected respondents

Collecting and analyzing the background information of the selected respondents is an important task in every research. General information of the respondents comprises their age, gender, number of sibling, family type, area of residence, which is categorized and findings were discussed under the following subheads.

i) Personal information of the selected respondents

ii) Approval seeking of selected respondents

i) Personal information of the selected respondent

The personal information of the selected paves the base of any effective study. Below table represents the personal information of the respondents including age, gender, number of sibling, type of family and area of living.

Table I**General profile of the selected respondents**

Variables	category	Frequency	Percent
Age	9-10	71	59.2
	11-12	49	40.8
	Total	120	100.0
Gender	Male	63	52.5
	Female	57	47.5
	Total	120	100.0
No. of siblings	One	66	55.0
	Two	46	38.3
	Nil	8	6.7
	Total	120	100.0
Type of family	Joint	51	42.5
	Nuclear	69	57.5
	Total	120	100.0
Area of living	Urban	66	55.0
	Rural	54	45.0
	Total	120	100.0

The general profile of the selected respondents is one of the primary criteria of every research study. It was depicted in terms of their age, gender, number of sibling, type of family and area of living.

Glancing at age composition of the selected respondent, the highest percentage of respondents 59.2 percent were age 9-10 years and 40.8 percent were 11-12 years. The table show that the 9 -10 years have the highest representation its counterparts.

In the gender composition 52.5 percent of them were male and 47.5 per cent were female. In other word, the male had the highest representation than female. The table also show 55.0 percent of the and 6.7% respondents have one sibling 38.3 percent have two or more sibling with regards to the family type, 42.5 percent are from nuclear family and 57.5 percent were from joint family.

Regarding the area of living majority of them that is 55.0 percent are from urban area and 45.0 percent were from rural area.

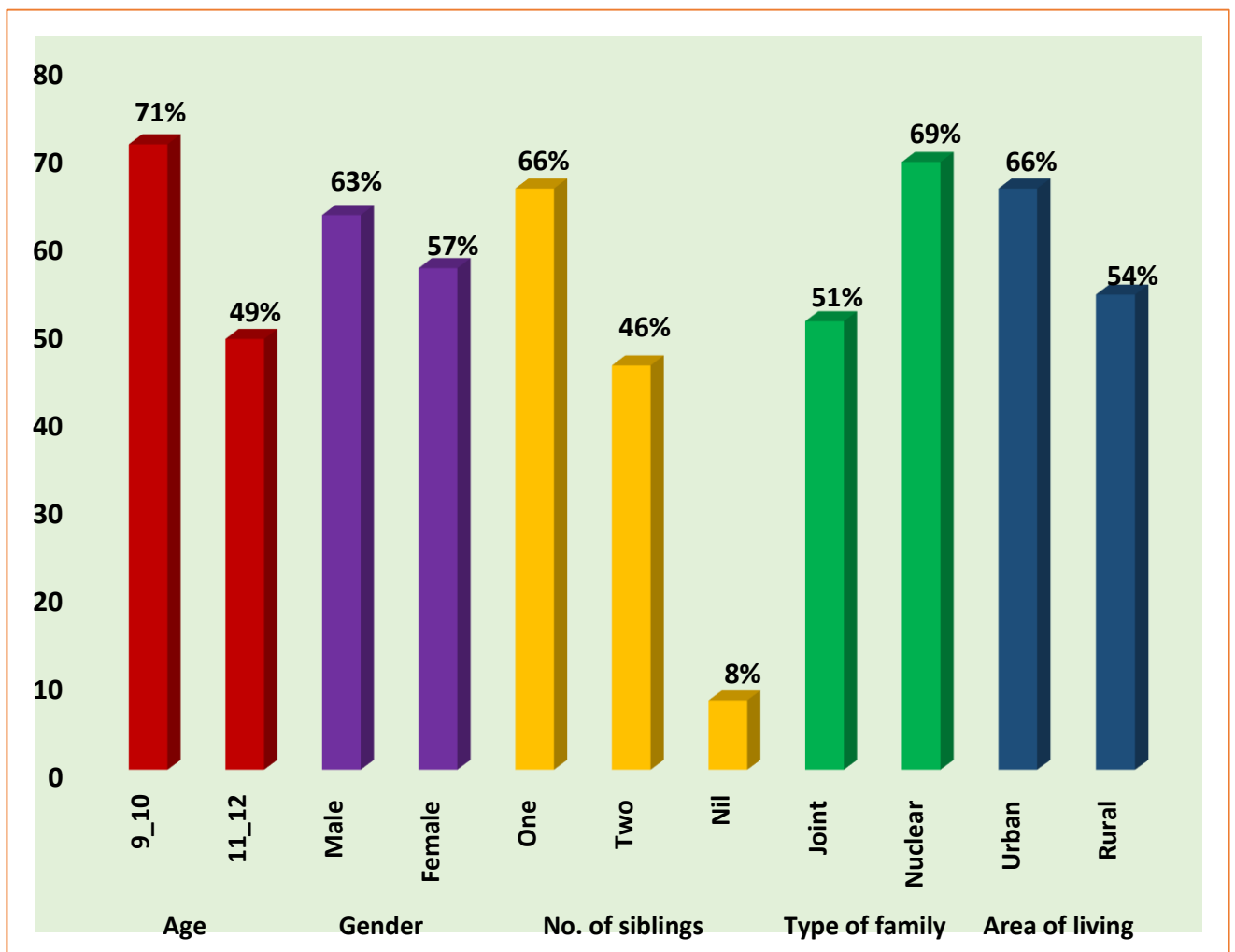


Figure 1- General profile of the selected respondents

II) Approval seeking behavior of Selected Respondents

To check the temporal stability of Children approval seeking behavior method of reliability was worked out a large sample (N=120). The level show the relation and dependable measure in determining the strength of children's approval seeking.

The table and figure in the following represents the level of social approval seeking among elementary school children.

Table II

Approval Seeking Behavior of Selected Respondents

Levels	Frequency	Percent
Very high	17	14.2
High	47	39.2
Medium	19	15.8
Low	18	15.0
Very low	19	15.8
Total	120	100.0

Scoring is accomplished by scoring stencil. The answer encircled appears through stencil are considered. A transparent paper scoring stencil is used. Fitting the stencil over the answer will make possible to count the score. Sum of these scores will provide total score of a child. The scores can be interpreted in the light of norms given in table

The obtained data were tabulated and item analysis was carried out to determine the discriminatory power of the children approval seeking behavior items. For this purpose point bi- serial correlation between items and total score were worked out. The required correlation value is 0.11 to be significant on .01 level of confident. Insignificant item were rejected. It is evident from the 50 item proved to be discriminative at the .01 level or better. Thus the final of children approval seeking behavior constituted.

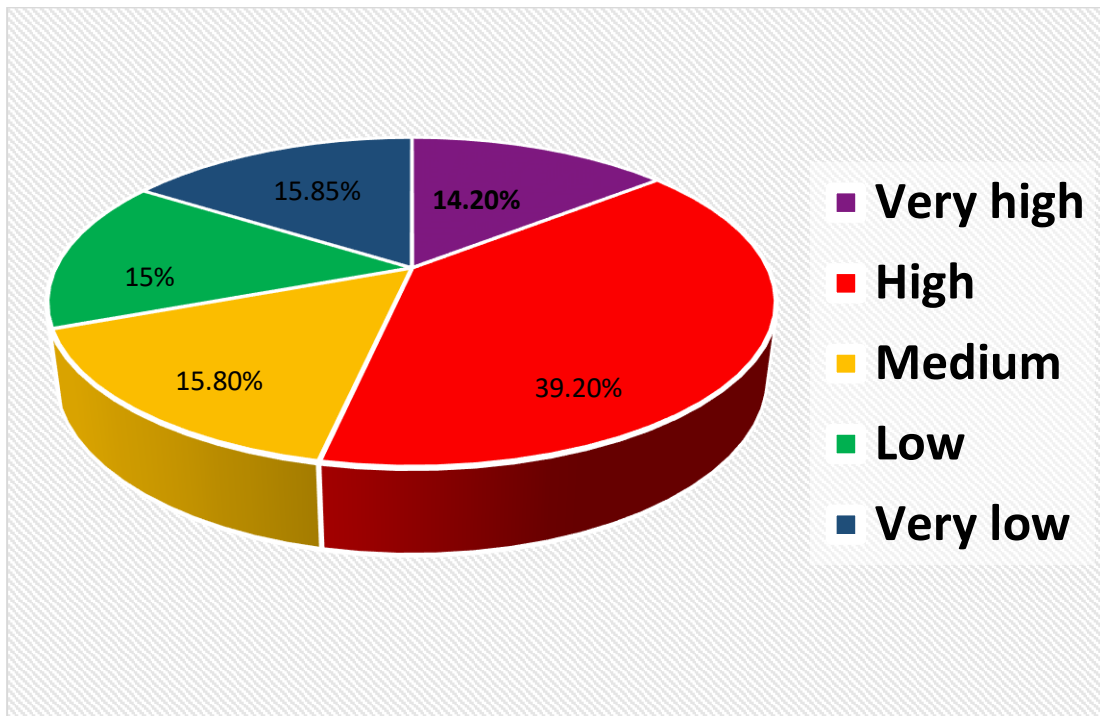


Figure 2- Level of approval seeking behaviour

B) Association of socio demographic factors and approval behavior

The following table represents the association of socio demographic factor and approval seeking behaviour.

Table III
Association of socio demographic factors and approval behavior

Variable	Category	Level of Approval behavior						Chi square	Sig.
		Very high	High	Medium	Low	Very low	total		
Age in years	9-10	9	25	11	12	14	71	3.057 NS	.548
		7.5%	20.8 %	9.2%	10.0 %	11.7%	59.2 %		
	11-12	8	22	8	6	5	49		
		6.7%	18.3 %	6.7%	5.0%	4.2%	40.8 %		
Gender	Male	10	16	12	12	13	63	10.939*	.027
		8.3%	13.3 %	10.0%	10.0 %	20.6 %	52.5 %		
	Female	7	31	7	6	6	57		
		5.8%	25.8 %	5.8%	5.0%	5.0%	47.5 %		
No. of sibling	One	6.7%	15.8 %	11.7%	8.3%	12.5 %	55.0 %	13.42 ^{NS}	.098
		8	23	5	6	4	46		
	Two	6.7%	19.2 %	4.2%	5.0%	3.3%	38.3 %		
		1	5	0	2	0	8		
	Nil	0.8%	4.2%	0.0%	1.7%	0.0%	100.0 %		
Type of Family	Joint	4	26	7	7	7	51	6.258 ^{NS}	.181
		3.3%	21.7 %	5.8%	5.8%	5.8%	42.5 %		
	Nuclear	13	21	12	11	12	12		
		10.8%	17.5 %	10.0%	9.2%	10.0 %	57.5 %		
Area of living	Urban	12	22	13	11	8	66	5.874 ^{NS}	.209
		10.0%	18.3 %	10.8%	9.2%	6.7%	55.0 %		
	Rural	5	25	6	7	11	54		
		4.2%	20.8 %	5.0%	5.8%	9.2%	45.0 %		

**Significant at 1%

*: Significant at 5% level

NS: Not Significant

The table 3. Show the associate of socio demographic factor and approval seeking behavior level of children. In age, from 9-10 years children 20.8 percentage show high level of approval seeking behavior and 18.3 percentage of 11-12 years children show high level of approval seeking behavior. Even though there are slight variation in percentage they are not statically significant.

Majority 25.8 percentage of female have high level of approval seeking behavior and 13.3 percentage male have high level of approval seeking behavior. 8.3% male have very high approval seeking behavior level and (5.8%) female have very high level of approval seeking behavior and they are found have 5 percentage significant level.

According to number of sibling 15.8 percentage of children with one sibling found to have high level of social approval seeking behavior and 19.2% children with two or more sibling 19.2 percentage have high level of seeking behavior and 6.7% children with one are more sibling have very high level of approval seeking behavior. Even though there are slight variation in percentage they are not statistically significant.

In family, approval seeking behavior (21.7%) of children from joint family have high level approval seeking behavior and children from nuclear family have level of approval seeking behavior (17.5%). Even though they high level approval seeking behavior are statically they not significant.

In area of living approval seeking behavior of children of urban area (18.3%) have high approval seeking and children from rural area (20.8%) have high level of approval seeking behavior. Even though they have high level approval seeking behavior they statically not significant.

These studies many demographic variable are considered as antecedent condition for the development of approval as seeking tendency. Allaman, joyce and Crandall (1972) has found that younger children has high score on social approval seeking behaviour girls are high approval seeker than boy (Masterson, 1971)

Social approval may act as a buffer against negative emotions. Children who incorporate positive social feedback into their self-view may be more likely to focus on positive social encounters, and to minimize or discount negative encounters. (Fritz & Helgeson, 1998).

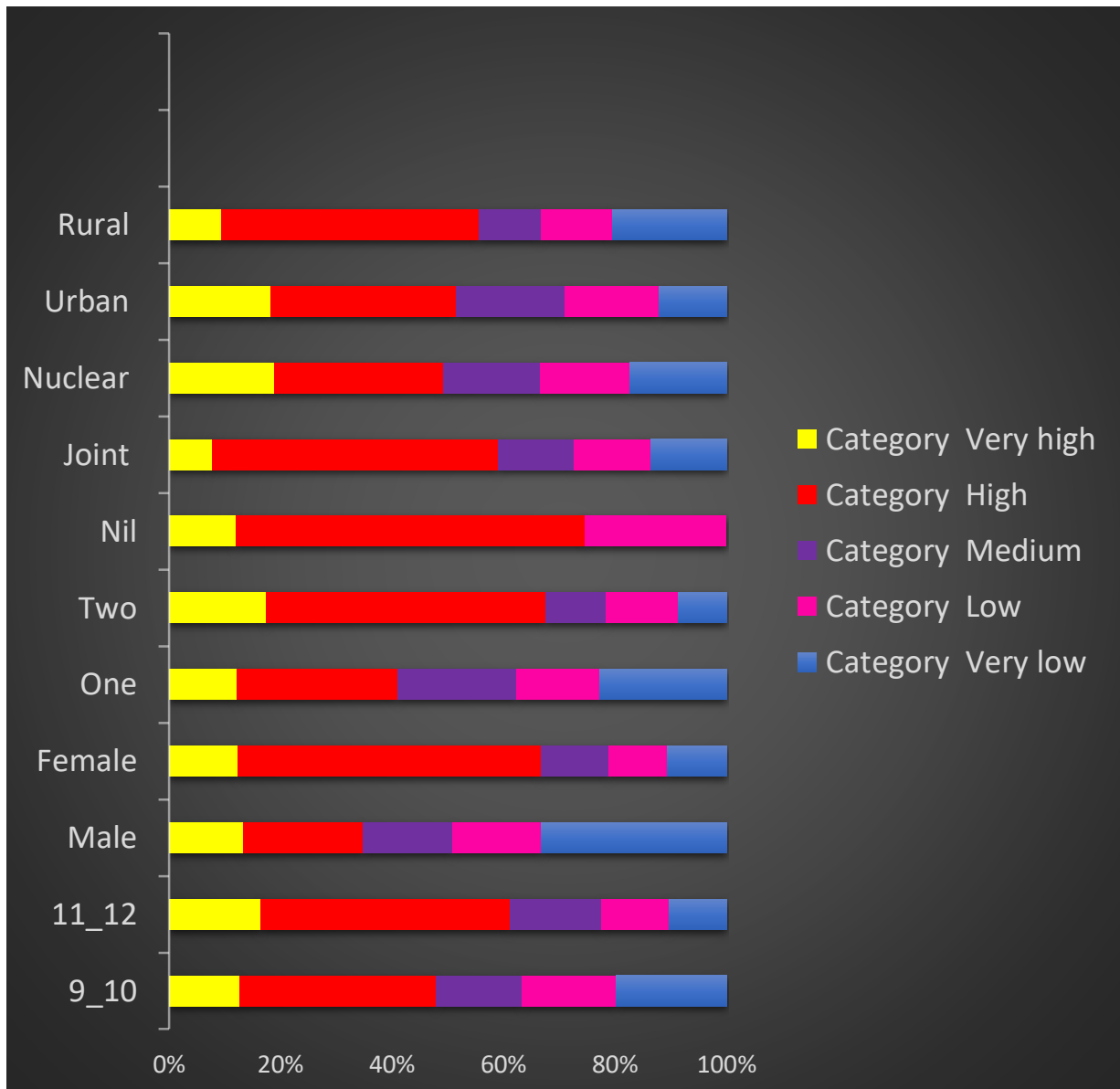


Figure 3- Association of socio demographic factors and approval behavior

c) Mean and Standard deviation of age and approval seeking behavior in children

The following table shows the mean and standard deviation of age and approval seeking behavior.

Table IV

Mean and Standard deviation of age and approval seeking behavior in children

Variable	N	Minimu m	Maximu m	Mean	Std. Deviation
Age	120	9	12	10.39	.955
Total Raw score	120	24	39	31.68	3.996

From the above table mean and standard deviation of age and approval seeking behavior. The mean value show that the average age of the samples is 10.39 with a mean score of 31.68 on score of approval seeking behavior. This indicates that on an average the sample of the present study have high level of social approval seeking behavior.

D) Association between age, gender, type of family, area of living on approval seeking behavior

Approval is an important device, which parents and other socializing agent use to control the behaviour of their charges through approval and disapproval. (Tripathi & Tripathi, 1980; Ambast & tripathi, 1983).

The table figure below represented the association between age, gender, type of family, area of living on approval seeking behaviour

Table V

Association between age, gender, type of family, area of living on approval seeking behavior

Variable	category	N	Mean	Std. Deviation	T test	P value
Age	9-10	71	31.75	4.042	.495 ^{NS}	.815
	11-12	49	31.57	3.969		
Gender	Male	63	30.90	4.376	9.339*	.026
	Female	57	32.53	3.365		
Types of family	Joint	51	31.59	3.721	1.289 ^{NS}	.839
	Nuclear	69	31.74	4.214		
Area of living	Urban	66	31.76	4.023	.179 ^{NS}	.804
	Rural	54	31.57	3.998		

****:** Significant at 1% level *****: Significant at 5% level **NS:** Not Significant

There is always a curious question to those who are having approval seeking behavior. The investigator analyzed the socio demographic influence such as age difference, gender, and type of family and area of living in approval seeking behavior.

The above table shows that results of age difference on approval seeking with the value of $t = .495$, and $p < .815$ reveal that there were no significance difference between the approval seeking behavior with the reference to the age variation. Looking into the mean value and standard deviation of respondent's approval seeking in children 9-10 years mean \pm SD 31.57 ± 3.969 show that the 9-10 years age children are approval seeking behavior are slightly higher than who were 11-12 year's age children.

Glancing at the above table t value = 9.339, and $p > .026$ revealed that there exists significance between approval seeking behavior with reference to their gender.

However, looking into the given mean and standard deviation of respondent's approval seeking between male mean \pm SD 4.37 ± 9.3396 reveals female respondents mean \pm SD 32.53 ± 9.339 higher than the male respondents. Even though they are significant between male and female.

In type of family, the t test = 1.289, $p > .839$ approval seeking behavior in children found the result reveal that there is no significance difference found with reference of type of family, joint family mean \pm SD 31.59 ± 3.721 and nuclear family mean \pm SD 31.74 ± 4.214 reveals that nuclear family children are found to have higher approval seeking behavior then joint family children. Even through mean \pm SD value shows variation their doesn't exist any significant.

Tracing the area of living of the selected respondents the t value = .179 and $p < .804$ shows that there is no significant difference between approval seeking behavior and their area of living. The mean score and standard deviation of urban area mean \pm SD 31.76 ± 4.023 and rural area mean \pm SD 31.57 ± 3.998 shows that respondents who come from urban area have higher than the respondents from rural area.

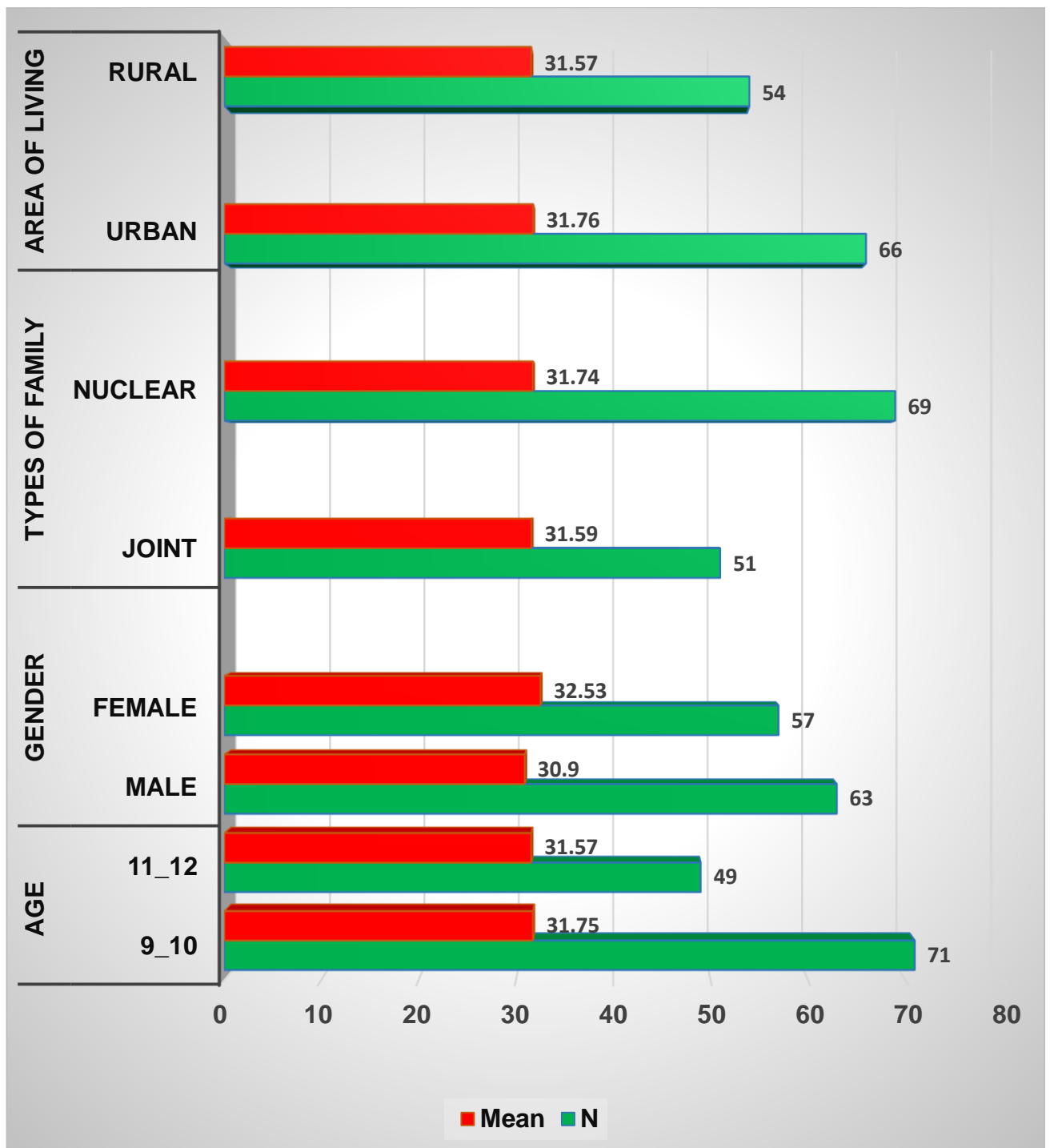


Figure 4, Association between Age, Gender, Type of family, Area of living on social approval seeking behavior

E) Influence of children approval seeking behavior in variable level

The table below represents the influence of children approval seeking behavior in age and gender.

Table VI

Influence of children approval seeking behavior in variables

Variable	category	N	Mean	Std. Deviation	F	Sig
Age	9	21	31.57	4.202	.256 ^{NS}	.857
	10	50	31.82	4.014		
	11	30	31.20	4.582		
	12	19	32.16	2.754		
Gender	Male	63	30.90	4.376	5.097*	.026
	Female	57	32.53	3.365		
No. of sibling	Nil	8	32.38	3.962	4.585*	.012
	One	66	30.71	4.102		
	Two	46	32.93	3.524		
Type of family	Joint	51	31.59	3.721	.041 ^{NS}	.839
	Nuclear	69	31.74	4.214		
Area of living	Urban	63	30.90	4.376	.062 ^{NS}	.804
	Rural	57	32.53	3.365		
	Total	120	31.68	3.996		

****:** Significant at 1% level *****: Significant at 5% level **NS:** Not Significant

From the above table, the ANOVA results clearly reveal the influence of age, gender and area of living approval among elementary school children. The total mean score and standard deviation of their 9 years age mean \pm SD 31.57 ± 4.202 10 years age mean \pm SD 31.82 ± 4.014 similarly, the age group under 11 years mean \pm SD 31.20 ± 4.582 and 12 years mean \pm SD 32.16 ± 2.754 . Looking into the values of mean and standard deviation it reveals that the approval seeking behavior in age group 9 is higher than 10, 11, 12. However, the results of ANOVA test with values the $F = .256$, $p > .857$ clearly indicated that there were no significant difference between the age groups.

The mean \pm SD of female is 32.53 ± 3.365 , and male is 30.90 ± 4.376 that female children have high approval seeking behavior than male children, even though female children show high level of approval seeking behavior there does not exits any statistical significant.

The mean \pm SD of children with no sibling found to be 32.38 ± 3.962 , children with one number of sibling is 30.71 ± 4.102 shows approval seeking behavior. Similarly, children with two sibling is 32.93 ± 3.524 have approval seeking behavior in children with two siblings have high level of approval seeking behavior. However, the results of ANOVA test with values the $F = 4.585$, $p < .012$ clearly indicated that there were found significant.

In type of family the mean \pm SD vale of joint family children is 31.59 ± 3.721 and nuclear family children is 31.74 ± 4.214 . It show that nuclear family children have high approval seeking behavior than joint family children, even though nuclear family show high level of approval seeking behavior. The result of ANOVA test with value the $F = .041$, $p > .839$ clearly indicate that there were no significant difference between the children from two family group.

The mean \pm SD of children from rural area of living children $32.53 \pm SD = 3.365$ have high approval seeking behavior than children in urban area in 30.90 ± 4.37 where the rural area of living children have high level of approval seeking behavior. Hence, the result of ANOVA test with value $F = .062$, $p > .804$ it's clearly shows that there is no significant between children living in rural and urban area of residency.

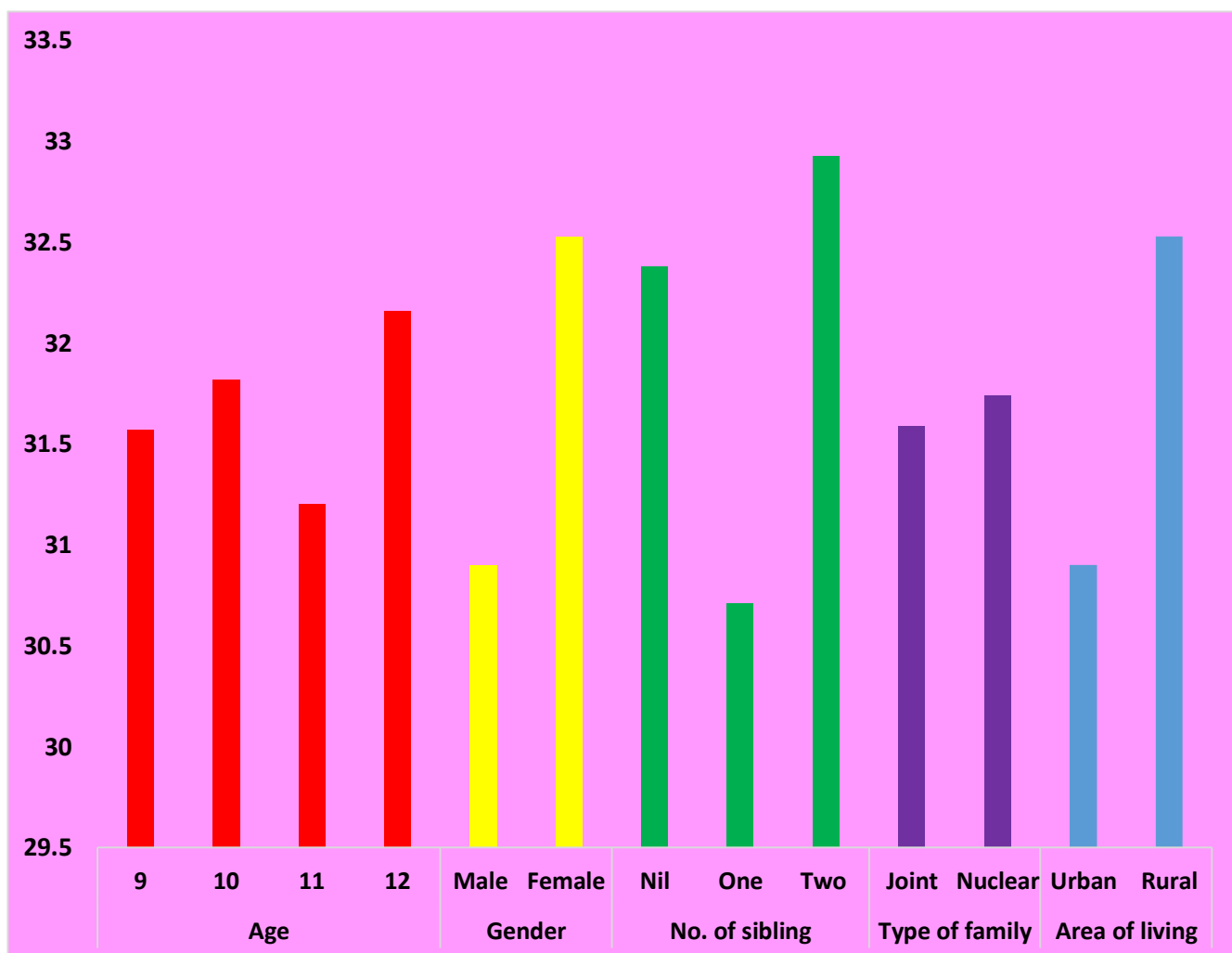


Figure 5 Influence of children approval seeking behavior in variable

F) Relationship between age, gender, number of sibling, type of family and area of living

The table below represents the relationship between age, gender, number of sibling, type of family and area of living.

TABLE VII

Relationship between Age, Gender, No. of sibling, Family type and area of residency

Variables	Correlation	Age	Gender	No of Siblings	Family type	Area of living	Social approval behaviour
Age	Pearson Correlation	1	.126	-.015	-.109	.032	-.022
	Sig. (2-tailed)		.169	.872	.236	.726	.815
	N		120	120	120	120	120
Gender	Pearson Correlation		1	-.114	.041	.045	.203*
	Sig. (2-tailed)			.214	.654	.623	.026
	N			120	120	120	120
No of Siblings	Pearson Correlation			1	-.138	.082	.185*
	Sig. (2-tailed)				.132	.372	.043
	N				120	120	120

Variables	Correlation	Age	Gender	No of Siblings	Family type	Area of living	Social approval behaviour
Family type	Pearson Correlation				1	-.036	.019
	Sig. (2-tailed)					.700	.839
	N					120	120
Area of living	Pearson Correlation					1	-.023
	Sig. (2-tailed)						.804
	N						120
Approval behaviour	Pearson Correlation						1
	Sig. (2-tailed)						
	N						120

**** Significant at 1% level * Significant at 5% level NS: Not Significant**

Table VII show the correlation between approvals seeking behaviour in elementary school children at its categories with socio demographic variables. According to correlation it found that gender (**.203***) and number of sibling (**.043***) and it highly correlated with approval seeking behavior and its shows significant correlation with approval seeking behavior. But age, type of family and area of living doesn't show and correlation and statically significance.

SUMMARY AND CONCLUSION

The study was undertaken with 120 school students in the age group of 9-12 years (57 girls and 63 boys) through random sampling method. This study looked into the various level of approval seeking behaviour.

The key findings of the present study were:

A. GENERAL PROFILE OF THE RESPONDENTS

- Selected children's were among the ranges 9-10 years and 11-12 years. In which 9 – 10 years being the largest contributor (59.2 %), (40.8 %) were from 11 -12 years.
- In the respondents 52.5 % were male and 47.5% were female children.
- Regarding to the number of sibling 55.0% children were with one number sibling children 38.3% are from high level approval seeking behavior with two sibling and 6.7% of children with of sibling.
- (57.5%) respondents belongs to nuclear family high level of approval seeking behavior and 42.5% belong joint family.
- Majority of the respondents (55.0%) were belongs to rural areas, 45.0% belongs to urban areas.

B. Association of socio demographic factors and approval behavior

- In the association of age on the approval seeking behavior 9-10 years age children 20.8 percentage children show high level of approval seeking behavior and (18.3%) of 11-12 years age children also show high level of approval seeking behavior. But there children not show any significant difference.
- Under the gender (13.3%) male children show high level of approval seeking behavior (25.8%) female children also show high level of approval seeking behavior and there is a 5% significance between male and female.
- The children with one sibling children (15.8%) high level of approval seeking behavior and also the child with two or more sibling (19.2%) high level of seeking behavior but children with no children (6.7%) under very high level of approval seeking behavior.

- In type of family, (21.7%) of the children from joint family children show high level of approval seeking 17.5% and children from nuclear family also show high level of approval seeking behavior. But there children not show any significant difference.
- In area of living children of urban area (18.3%) show high level of approval seeking and children with from rural area (20.8%) also show high level of approval seeking behavior. But there, in area of living the value did not show any significant difference.

C. Mean and Standard deviation of age and approval seeking behavior in children

- The average age of children in 10.39 and the average raw score is 31.68. This indicates that on an average the sample of the present study have high level of approval seeking behavior in children.

D. Association between Age, Gender, Type of family, Area of living on approval seeking behavior

- In age, t & p the value of $t = .495$, and $p < .815$ reveal that there were no significance difference between the approval seeking behavior with the reference to the age variation.
- In gender, t value = 9.339, and $p > .026$ revealed that there are significant between social approval seeking behavior with reference to their gender. However, looking into the given mean and standard deviation of respondent's approval seeking between male reveals female respondents higher than the male respondents.
- In type of family the mean and SD value show children form nuclear family show higher level of approval seeking behavior than children from joint. Even though there is different in value there is no significant found.
- Children from urban area show high level of approval seeking behavior than children from rural area. But to did not show any statistical significant.

E. Influence of children approval seeking behavior in variable level

- In the influence of children approval seeking behavior on age the mean \pm SD value show 9 years children show high level of approval seeking behavior than 10,11, and 12 years children and of in influence that there is no statically significant
- In the influence of children approval seeking behavior on gender, the mean \pm SD value show female children show higher level of approval seeking behavior than male children. And it is found that to have 5% significant.
- In the influence of number of sibling, show children with number sibling approval seeking behavior the mean \pm SD than children with one or more sibling show 5% significant.
- In the influence of children approval seeking behavior on type of family, children from nuclear family show high approval seeking behavior than children joint family and there doesn't exist any statically significant.
- In the influence of children approval seeking behavior on area of living, children from rural area have high level of approval seeking behavior than children from urban area. It doesn't show any significant difference.

F. Relationship between Age, Gender, number of sibling, Family type and area of residency

The correlation between approvals seeking behavior in elementary school children at its categories with socio demographic variables. According to correlation it found that gender and number of sibling and it highly correlated with approval seeking behavior and its shows significant correlation with social approval seeking behavior.

LIMITATION OF THE STUDY,

- ❖ Due to limitation of sample size, the findings of the current study would not be able to generalize to the population

RECOMMENDATION FOR FURTHER STUDY

- ❖ The study can be conducted with large number of samples.
- ❖ The study can be done on the other variables like Socio economic status and ordinal position

CONCLUSION

- To conclude, the present study will explain the approval seeking behaviour among elementary school student the selected variable was taken.
- There is no significant association found individual approval seeking behaviour with reference to age, type of family, and type of area of residence on approval seeking.
- But in the gender and number of sibling significant was found.

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INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women

Deemed to be University Under category 'A' By MHRD, (Estd. u/s 3 of UGC Act 1956)

Re Accredited with 'A' Grade By NAAC, Recognised by UGC Under Section 12 B

Coimbatore - 641043, Tamil Nadu, India

24 January 2019

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Principal, PSG Institute
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Dr.S. Muthulakshmi
Dr.G.Victoria Naomi
Dr. Judith Justin
Dr.Anitha Subash

To

Ms. Priyanka Das
Department of Human Development
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043

Dear Priyanka Das,

Ref: Your proposal No. IHEC/18-19/HD/04 entitled
“A Study on Approval Seeking Behaviours among Elementary
School” submitted for approval to the IHEC on 30.09.18.

The Institutional Human Ethics Committee of our University hereby
grants approval to your research proposal No. IHEC/18-19/HD/04
entitled “A Study on Approval Seeking Behaviours among
Elementary School” submitted by you. The Approval number for the
same is AUW/ IHEC/HD-18-19/XPD/04.

We wish you all the best in your research endeavours.

Regards,

S. Uma Mageshwari
Dr.S.Uma Mageshwari
Member Secretary





Avinashilingam

Institute for Home Science and Higher Education for Women
Deemed to be University Under category 'A' By MHRD, (Estd. u/s 3 of UGC Act 1956)
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M.Sc., M.Phil., Ph.D.
Assistant Professor and Head i/c
Department of Human Development
e-mail – selvibru97@rediffmail.com
Mob. No: 9843114463

Date : 10/9/18

To,

The Principal

St. Paul's Nursery & Primary School

Saibaba Colony, K.K. Puduru

Coimbatore - 641038

Sir/Madam

Sub: Permission for data collection from the students of your esteemed institution– reg.

As a part of curriculum for II M.Sc. Human Development, the students have to submit a dissertation thesis. Ms. *Periyanta Das* is working on the topic "A Study On Approval Seeking Behaviour Among Elementary School". In this connection, she has to collect data from the students of your esteemed institution. Hence, with due regards, kindly permit her to collect data and conduct her research work.

I would also like to mention that the data collection work will be carried out according to the schedule given by you without causing any inconvenience to your classes.

Thanking you

Arockia Maraichel
Yours faithfully

Permission granted -

G. Edline Delsia
G. EDLINE DELSIA, M.A., B.Sc., B.Ed., D.S.A., M.Phil.,
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Coimbatore - 641 043



CAST

Dr. N. K. M. TRIPATHI (Gorakhpur)
RAVI AMBAST (Gorakhpur)

T.M. No. 458715

Please fill up the followings :—

Name—

Age—

Sex—

Class—

Occupation—

Rural/Urban—

INSTRUCTIONS

Many questions are given on the next pages and two cells are given against the each question. Left hand side cell indicates that particular question belongs to "YES" response, whereas the right hand side cell is the indicative of "NO" response. These questions are related with your thoughts and behaviours.

Read every question carefully and compare with your behaviours and thoughts. If the question is similar with your behaviours or thoughts encircle the cell on left hand side. If dissimilar encircle the cell on right hand side. Two questions are given below for example :-

	Yes	No
Do you touch the feet of your parents ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do you talk back with your parents ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

In the above example any child found the first question similar with his behaviour, so he encircled the cell below "YES" and found dissimilar the second question with his behaviour, so encircled the cell below "NO"

It is possible that few questions are related such type of work which is not done by you till now, in that situation you think that in which manner you will do such type of work.

It is also possible that you want to give answer in both fashion—Yes or No, in such situation you think what you like more in that condition.

You are expected to give answer all the questions. Answer quickly.

Now start the work.

Estd. : 1971

Phone : 364926

National Psychological Corporation

4/230, KACHERI GHAT, AGRA - 282 004 (U. P.) India.

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OTHER INFORMATIONS

Please give undermentioned particulars :-

Number of brothers and sisters— Brothers— Sisters—

Your birth order—

Name of father/guardian—

Occupation— Religion— Caste—

Father's age— Mother's age—

Father's education— Mother's education—

Type of family : Joint/Neuclear—

Monthly income of the family—

Postal address—

Please answer the following questions at prescribed space :-

	Very much	Much	Normal	Few	Very few
● How much love and affection do you get from your parents ?
● How much punishment do you get from your parents ?
● How much advice do you seek by your parents before starting any new work ?
● How much relaxation do you get to say something regarding home affairs ?

Questions

Yes ● No

- | Questions | Yes ● | No |
|---|-------------------------------------|-------------------------------------|
| ○ 1. Do you welcome your guests warmly ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 2. Do you become happy with such type of work of your friend which is against your will ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ○ 3. Do you touch the feet of your elders on special occasions ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 4. Do you become very angry at getting meals very late ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ○ 5. Do you always try to remain quiet in adverse situations ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 6. Do you sometimes say unpleased words to others ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ○ 7. Do you like to devote much time to please others ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 8. Do you sometimes feel bad in participating school prayers ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ○ 9. Do you dislike to distribute your goods among your friends or brother-sisters ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e 10. Do you make complaint against your brothers-sisters to your parents ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ○ 11. Do you help your friends who are comparatively weak in study ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 12. Do you feel glad seeing others quarelling ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ○ 13. Do you always care of your cleanliness ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 14. Do you always behave in accordance to others in crowd ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ○ 15. Do you forget to complete the incomplete work ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e 16. Do you recognize the social traditions correct ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ○ 17. Do you remain very careful while doing the forbidden work of elders ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 18. Do you sometimes quarell with each other ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ○ 19. Do you always obey your parents ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 20. Do you feel pleasure in writing on wall ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ○ 21. Do you sometimes appear bad in views of others ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e 22. Do you sometimes like to break articles ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| ○ 23. Do you feel the trouble of others as being of yourself ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 24. Do you feel anger soon after hearing the bad talks ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ○ 25. Do you become curious to meet strangers by hearing their talks at home ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Questions

Yes ● No

- | | | |
|---|-------------------------------------|-------------------------------------|
| e 26. Do your parents sometimes take more work by you than your brohter-sisters ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| o 27. Do you want to disclose secrecy to your friends soon ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 28. Do you like to know the details of an individual before you go with him ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| o 29. Do you do others work with full attention ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 30. Do you feel pleasure in breaking school rules sometimes ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| o 31. Do you always accept your faults ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 32. Do you sometimes keep others happy by telling lies ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| o 33. Do you behave nicely even with bad persons ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 34. Do you sometimes like to take good eatables immediately on seeing them ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| o 35. Do you sometimes like to play instead of going to school ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e 36. Do you feel jealous on seeing your friends talking together ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| o 37. Do you always pay respect to elders ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 38. Do you sometimes like to make fun of others ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| o 39. Do you salute elders on seeing at that very instantly ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 40. Do you like to beat one on being angry ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| o 41. Do you want to secure more marks in the examination with least effort ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e 42. Do you borrow anything without the prior permission of your parents ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| o 43. Do you always like to help needy persons ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 44. Do you sometimes leave the work on false excuse of sickness ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| o 45. Do you start talking with strangers inhesitatingly ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e 46. Do you leave the work forbidden by your parents ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| o 47. Do you always like to help the wounded persons ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 48. Do you like to show anger ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| o 49. Do you feel pleasure in meeting with new persons ? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e 50. Do you sometimes like to do the work other than that given by your teachers in the school ? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |