

ABSTRACT

An important function of education is to guide the learner towards the development of behaviour patterns which are socially acceptable. Because of this, those who are responsible for the education of children need to observe the behavioural manifestation of their charges to be able to apply modification techniques before the behaviour (if undesirable) gets out of hand. It is assumed that the earlier this is done in the child's life the better will be the results.

The intention of this research was to investigate behavioural manifestations of a sample of two hundred six-year-olds obtained from Government Infant and Private educational institutions catering to this age group in urban Jamaica. The main findings are as follows:

1. Of the total sample roughly 24 percent were classified as Disturbed. Most of these were attending the Government Infant Schools, and thus it was felt that an SES variable was perhaps involved here, since low SES children generally predominate in Government Infant Schools, while their higher SES counterparts are to be found in Private Preparatory Schools.

2. There were more OVRACT (overreactive) Disturbed Ss in the Government Infant Schools, several of these showing a tendency to delinquency.
3. In terms of Achievement, the Normal Ss emerged significantly higher than the Disturbed sub-group.
4. Within the Disturbed sub-group there were no differences emerging between the sexes.

In light of these findings, it was recommended that teachers be trained to identify early signs of Disturbed behaviour, since if remediation is introduced at an early stage, there is a greater chance of successful behaviour modification being achieved.