- **Hazards in Sex-Role Typing :** There are two common hazards in sex-role typing in late childhood–
  1) Failure to learn the elements of the sex roles their age-mates regard as appropriate, and
  2) unwillingness to play the approved sex roles.
- **Family-Relationship Hazards :** Conflicts among family members have two serious effects on children–
  1) It weakens the family ties, and
  2) Such children carry this problem outside the home and thus become socially maladjusted.
- **Hazards in Personality Development :** There are two serious hazards in personality development in late childhood: *first,* the development of an unfavourable self-concept, which leads to self - rejection and, *second*, the carry-over of ego-centrism from early childhood. Egocentrism is serious because it gives children a false sense of their importance.



CHECK YOUR PROGRESS

Q.4. Mention five major Psychological Hazards of the Childhood.

.....

.....

.....

5.4 EDUCATIONAL IMPORTANCE OF LATE CHILDHOOD

We have already discussed the major aspects of the late childhood stage. Now we will discuss the educational importance of this period. This stage is known as the formative age of the child. The child develops his basic outlook, values and ideas. As such parents, teachers and social workers have an important role to play in making the late childhood stage a happy period in the life of the child.

Development of Homo-sexuality : The sex life of the late childhood stage is described as homo-sexual. Boys and girls at this stage feel the sense of their physical attachment to their same sexes. Boys love playing with the boys and the girls with the girls. They remain quite indifferent to the opposite sex. Co-education is no problem to the teacher. At the later part of the late childhood stage boys and girls begin to develop a some what critical outlook towards the opposite sex.

Development of Constructive Instincts : The instinctive tendencies of a child are in the process of modification and development through training during late childhood. His sense of curiosity is largely satisfied by the formal education in school. **Self assertive** instinct makes the child more competitive. Instinct of construction may take the creative turn through hand-work, craft-work, and drawing. **Gregarious** instinct may be satisfied through collective games and sports. The instinctive restlessness of the child is substantially removed at this stage.



Self assertive : expressing one's views, demands etc.

Gregarious : linking to be with other people, fond of company, sociable.

A period of development of Interests : At the time of entrance to the primary school the child does not have any specific interest in mind. In the late childhood stage he however, develops acquired interest and sentiment towards specific subjects and fields of activity. A growing sense of liking and disliking makes his choice somewhat critical. His interest in play also appears to be more selective at this stage.

A period of Development of Creativity : Late childhood is the stage then we can identify the creative talent in a child's individuality. The native talent, potentiality and prospect inherent in the child may find expression through the suitable outlets provided to him. He no longer remains a blind imitator but gives evidence of his creative ability in thought, feeling and action. He is now in a position to observe anything through the exercise of reasoning and understanding.

A Period of Development in Sex - Role Typing : Sex - role typing, which begin when children are capable of doing things, now continues with new agencies playing important roles in the typing

process. Sex-Roles are patterns of behaviour for members of the two sexes that are approved and accepted by the group with which the individual is identified. 'Sex Role Typing' means learning to conform to the approved roles for one's sex. Children learn to play sex-roles by three common methods, viz. *imitation, identification* and *child - training*. Sex role typing has profound and far reaching effects on children's behaviour.

The forces that play significant roles in the sex - typing process in late childhood are - teachers, school subjects, mass-media, books, peergroups etc. Sex - role typing influences in important ways both the behaviour and self-evaluation of the children. In appeareance, clothing and even in mannerism, children try to create the impression of sex-appropriateness at this stage.



CHECK YOUR PROGRESS

Q.2. Mention five major characteristics of the late childhood stage in the given space.

.....

.....

.....

.....

.....

5.3.2 Hazards of Late Childhood

It is important for us to know the hazards associated with this period. Some of the common hazards of late childhood are in fact carry overs from the earlier years, though they often take new forms. Others are new, arising from the changes in the child's life pattern after entering school. Hazards of Late Childhood can be divided in two major types–

find it to be a "waste of time". They may also be discouraged from taking part in games and sports or creative activities. Such children may develop the habit of being rigid conformist.

- **Conceptual Hazards :** Children who have idealized self-concepts are usually dissatisfied with themselves as they are and with the way others treat them. When their social concepts are based on stereotypes, they tend to become prejudiced and discriminatory in their treatment of others. Because such concepts are emotionally weighted, they are likely to persist and to continue to affect children's social adjustments unfavourably.
- **Moral Hazards :** Six hazards are commonly associated with the development of moral attitudes and behaviour in late childhood. They are–
  1) The development of a moral code based on peer or mass-media concepts of right and wrong which may not coincide with adult codes;
  2) A failure to develop a conscience as an inner control over behaviour;
  3) Inconsistent discipline which leaves children unsure of what they are expected to do;
  4) Physical punishment which serves as a model of aggressiveness in children;
  5) Finding peer approval of misbehavior so satisfying that such behaviour becomes habitual; and
  6) Intolerance of the wrong-doings of others.
- **Hazards Associated with childhood Interests :** There are two common hazards associated with childhood interests; *first*, children may be uninterested in the things that their age - mates regard as important and, *second*, they may develop unfavourable attitudes toward some interests that would be valuable to them, as in the case of health or school.

2) Speech errors, such as mis-pronunciation and grammatical mistakes, and speech defects, such as stuttering or lisping;
3) Children who have difficulty speaking the language used in their school environment may be handicapped in their efforts to communicate and may be made to feel that they are “different”;
4) Egocentric speech and critical comments.

- **Emotional Hazards :** Children are considered immature by both age mates and adults if they continue to show unacceptable patterns of emotional expression, such as temper tantrum; and if such unpleasant emotions as anger and jealousy are so dominant in them that the children become disagreeable and unpleasant to be with.
- **Social Hazards :** There are five types of children whose adjustments are affected by social hazards. *First*, children who are rejected or neglected by their peer group. They are deprived of opportunities to learn to be social. *Second,* the voluntary isolates who have little in common with their peer group. They come to think of themselves as having no chance of acceptance by the peers. *Third*, socially or geographically mobile, the children who find the acceptance by already formed gangs difficult. *Fourth*, the children against whom there is group prejudice because of their race or religion. And, *fifth*, the children become resentful and disgruntled group members because they want to be leaders of the group rather than the followers.
- **Play Hazards :** Children who lack social acceptance are deprived of opportunities to learn the games and sports which are essential for them to belong to their gang. Children are sometimes fond of fantasizing or day dreaming about some desirable events which are unlikely to happen. Sometimes they are discouraged from fantasizing because the parents

1) Physical Hazards and
2) Psychological Hazards.

Physical Hazards : Because of the advancement in medical science, there is now much less mortality during late childhood than in the past. However, accidents are a major cause of death among the children. While many of the physical hazards of the earlier years persist into late childhood, their effects on the child’s physical well - being tend to be less severe and less far-reaching than they were earlier. The major physical hazards of late childhood are discussed below–

- **Illness :** Since vaccines against most childhood diseases are now available, older children suffer mainly from occasional colds and stomach upsets. The psychological effects of illness in late childhood can be serious. Illness makes children irritable, demanding, and difficult to live with. If they are sick for a long period of time, their school work may suffer and they may fall behind their peers in the learning skills. And even in some cases, parents may become intolerant in their attitudes towards the illness of their children, complaining about the extra work and the expense the illnesses entail.

  While most illness at the late childhood stage are real, some are imaginary or ‘faked’. The children sometime pretend illness. They slowly children learn that when they are ill, they are not expected to carryout their regular activities, home disciplines are relaxed, and they get more attention than usual. As a result, sometimes they repeat this technique, ‘Imaginary or faked illness’, for avoiding regular activities or unpleasant task.
- **Obesity :** Obesity in older children may be due to a glandular condition but it is more often due to overeating. Studies of fat children have revealed that they eat faster, take bigger bites and are more likely to ask for second or third helping than their age-mates.

Obesity in older children is a physical hazard to their health. Obesity children are more prone to diabetes, they lack in socialization and lack in taking part in the active games. They also display lack of interest in acquiring different play skills etc. In addition, their playmates often tease them, calling them by different funny names which make them feel inferior.

- **Sex-Inappropriate Body Build :** Sometimes girls with masculine body builds and boys with girlish physiques are likely to the rediculed by their peers and pitied by adults. This leads to personal and social maladjustments. By contrast, a sex-appropriate body builds aids to good adjustment.
- **Accidents :** Even when accidents leave no permanent physical scar, they can and often do, leave psychological scars. Older children, like the younger, who experience more than their share of accidents, usually learn to be more cautious. Later on, this may lead to timidity on their part concerning all physical activities and may even spread to other areas of behaviour. When this happens it develops into a generalized shyness that affects social relationships, school work and personalities. And sometime accidents may leave permanent physical scar, which will develop physical as well psychological problems and maladjustments for the children.
- **Physical Disabilities :** Many physical disabilities occur as an aftereffect of an accident and thus are more common among boys than girls. The seriousness of the after effect of an accident depends on the degree of the disability and on the way others treat the child, specially the members of the peer group.

Most disabled children become inhibited and ill at ease in social situations. As a result they make poor social adjustments and this affects their personal adjustments.

- **Awkwardness :** Even As older children begin to compare themselves with their age mates, they often discover that their awkwardness and clumsiness prevent them from doing what their playmates do or from keeping pace with them in play. As a result, they start to think of themselves as inferior to their playmates.

Because the motor skills play such an important role in children's play and at school, the clumsy children find themselves in many situations where their awkwardness is apparent to themselves and to others. This reinforces their feeling of inadequacy which, in time, lays the foundations for an inferiority complex.



CHECK YOUR PROGRESS

Q.3. Mention the major physical hazards of late childhood.

.....

.....

.....

Psychological Hazards : The psychological hazards of the late childhood stage are mainly the ones that affect children's social adjustments, around which the major developmental tasks of this period are centered. They have a powerful influence on children's personal adjustments and on their developing personalities. The most important psychological hazards of late childhood are discussed below–

- **Speech Hazards :** There are four common speech hazards in late childhood–
  1) A smaller than average vocabulary handicaps children in their school works as well as in their communications with others;