

Classroom behavior of kindergarden students and academic achievement

[Sociology](#)



room behavior of Kindergarten and academic achievement Introduction

Kindergarten portray certain behavioral practices while in the classroom that also determines their academic performances. Some of these behaviors are positive towards improving their performances in the classroom while others hinder their academic and social growth at any given time. Hence, it calls for the parents and teachers to care, monitor their child's behaviors, and promote the practices to desired standards, and that helps them overcome learning challenges. For this reason, this paper will discuss kindergarten behaviors that promote or demote academic achievements.

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Kindergarten students are happy and like the interaction. At age 6, they love new things and adventuring and asking questions as well as playing challenging games. They also enjoy a good time as they think and reflect and curious about learning new information. Similarly, they have a sense of humor, fun and engage their world with enthusiasm making them happy. These behaviors are vital because it helps the students develop a relationship with others in the classroom or teachers hence improve their academic performances. Their curiosity behavior is necessary because it makes them know many things related to academic excellence hence very fundamental.

In addition, Kindergarten students of age 7 want to perfect their activities and do things right all the time as they strive at setting a personal standard. At this age, they know what is expected of them and tries as much as they can to perfect all they are engaged by doing it the right way. The search for perfection is very common, and this makes them spend much of their time in

defining themselves as well, as how best they can meet their goals. Hence, the behaviors are relevant to academic achievements because it allows them to learn new things by trials. For this reason, it is essential to guide students at this stage and give them reassurance to enable them achieve what they aspire.

Kindergarten students require personal space and experience problems transiting from one activity to another, especially the one they enjoy. They are interested in having personal space as they book their territories as well as what they possess and own. In some situations, they experience difficulties ending an activity, more so, one they have the interest in doing. This positive behavior contributes to academic achievement because it helps them to perfect as well as to enjoy or engage in whatever activity they are involved. Personal space is also vital because it makes them have a sense of belonging as well as possession by knowing what is required of them and ownership.

Lastly, some have problems establishing relationship with others. Some portray violent behaviors, need to love, among others in the course of classroom interaction. Hence, there is a need to help such students by informing them to be lovely and bonding to enhance their academic achievements.

Conclusion

Kindergarten behaviors in the classroom are imperative in understanding the student's motives to perform. Creative behaviors promote intellectual development, hence critical to academic improvement. Similarly, enjoying

what they do best motivates them to achieve and asset goals in life or in education, which is critical.