

## **BEHAVIOURAL PROBLEMS OF SECONDARY SCHOOL STUDENTS AS PERCEIVED BY THEIR TEACHERS**

**By**

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### **Abstract**

*A crucial time in teenage growth, the secondary school years are marked by profound changes in social, emotional, and physical aspects of life. Students encounter several difficulties throughout this time, such as peer relationships, teacher-student relationships, emotional regulation, and academic engagement, which can result in behavioural issues. Teachers are frequently the first to recognize and solve these problems in the learning environment since they have a significant influence on how students see their education. To effectively encourage positive behavioural changes and improve the atmosphere for learning, it is essential to know how teachers perceive the behaviour of their students. The measuring of secondary school students' behavioural problems as reported by their teachers is the main emphasis of this study. The Thoothukudi District's 105 teachers make up the sample. The random sample technique was adopted to select the sample of this study. A Scale on Behavioural Problems of Secondary School Students as Perceived by their Teachers was constructed, standardized, and used. The researcher investigated studies that addressed the crucial role that teachers' views have in recognizing and solving the behavioural issues in secondary school students' experiences.*

**Keywords:** *behavioural problems, secondary school students, teachers.*

### **Introduction**

Teacher educators must be study the students' behavioral problems since education is more than simply directing students' learning and supplying them with material. Rather, as a procedure, it gives the emotional,

spiritual, cognitive, and social well-being of pupils as well as the consistency of their behavior. In secondary school environments, behavioral difficulties can vary in severity from minor disruptions to more serious problems like depression, disinterest, and

aggressiveness. These actions not only impair academic achievement on an individual basis but can also have an effect on the dynamics of the classroom as a whole, influencing teachers and other students. There is not much research on teachers' perspectives of behavioral concerns, despite the increased understanding of the significance of treating these problems in educational environments. This study examines the experiences and viewpoints of teachers in an effort to better understand the difficulties encountered in secondary school and to offer suggestions for enhancing behavioral interventions and teacher preparation courses.

### **Significance of the Study**

The goal of this research is to analyze the behavioral difficulties identified in secondary school students from the perspective of their teachers. The study aims to comprehend the effects of behavioral difficulties on classroom management, student learning, and teacher well-being by identifying the most prevalent behavioral disorders and investigating the factors that contribute to these behaviors. The research also seeks to shed light on the

approaches instructors take to solving these issues and the efficacy of those treatments. The purpose of this study is to draw attention to the necessity of professional development initiatives and legislative modifications that can assist educators in better regulating the conduct of their students.

### **Objectives of the Study**

- To find out the level of behavioural problems of secondary school students as perceived by their teachers.
- To find out the significant difference in behavioural problems of secondary school students as perceived by their teachers with regard to institutional variables namely locality of institution and nature of institution.

### **Hypotheses of the Study**

- There is no significant difference in behavioural problems of secondary school students as perceived by their teachers with regard to locality of Institution
- There is no significant difference among the government, aided and

private higher secondary school students with regard to behavioural problems of secondary school students as perceived by their teacher.

### Methodology

The investigator has adopted survey method to study Behavioural Problems of Secondary School Students as Perceived by their Teachers.

### Population and Sample

The population of this study is all secondary school teachers who are working in Thoothukudi district. The investigator used a simple random sampling technique. Thus the sample size consists of 105 secondary school's teachers from Thoothukudi District.

### Tool Used

A Scale on Behavioural Problems of Secondary School Students as Perceived by their Teachers - Developed and Validated by Investigator and Guide.

### Statistical Techniques Used

In this study the investigator has proposed to use the following statistical techniques to analyse the data.

- Percentage analysis
- 't'-test and ANOVA

### Data Analysis

**Objective 1:** To find out the level of behavioural problems of secondary school students as perceived by their teachers.

**Table 1. Level of behavioural problems of secondary school students as perceived by their teachers.**

Dimensions	N	Level of behavioural problems					
		Low		Average		High	
		N	%	N	%	N	%
Academic engagement	105	17	16	75	71	13	12
Peer interaction	105	14	13	72	69	19	18
Teacher- Students interaction	105	22	21	64	61	19	18
Emotional regulation	105	15	14	65	62	25	24
Overall	105	17	16	69	66	19	18

The table-1.1 shows that most of secondary school students have average level of behavioural problems as perceived by their teachers

**Hypothesis 1:** There is no significant difference in behavioural problems of secondary school students as perceived by their teachers with regard to locality of institution.

**Table 2. Difference in behavioural problems of secondary school students as perceived by their teachers with regard to locality of institution.**

Dimensions	Locality of the School	N	Mean	S.D	t-Value	p-Value
Academic engagement	Rural	73	32.2603	5.54784	0.847	0.401 NS
	Urban	32	31.2188	5.91190		
Peer interaction	Rural	73	24.9589	4.58390	0.695	0.490 NS
	Urban	32	24.2500	4.91213		
Teacher-Students interaction	Rural	73	22.4384	4.30112	0.109	0.913 NS
	Urban	32	22.5313	3.86869		
Emotional regulation	Rural	73	24.9041	5.14016	0.863	0.392 NS
	Urban	32	23.9375	5.34571		
Overall	Rural	73	104.56	15.642	0.746	0.459 NS
	Urban	32	101.94	16.991		

*S- Significant at 5% level*

*NS- Not Significant at 5% level*

The table -1.2 shows that p-value is greater than 0.05, the null hypothesis is accepted. It shows that there is no significant difference in behavioural problems of secondary school students

as perceived by their teachers concerning the locality of institution.

**Hypothesis 2:** There is no significant difference among the government, aided and private higher secondary

school students with regard to school students as perceived by their behavioural problems of secondary teacher.

**Table 3. difference among the government, aided and private higher secondary school students with regard to behavioural problems of secondary school students as perceived by their teacher.**

<b>Dimensions</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean square</b>	<b>Calculated f-Value</b>	<b>p-Value</b>
Academic engagement	581.082	2	290.541	10.806	0.223 NS
	2742.575	102	26.888		
Peer interaction	91.851	2	45.926	2.149	0.122 NS
	2180.206	104	21.375		
Teacher-Students interaction	240.158	2	120.079	7.872	0.332 NS
	1555.975	102	15.255		
Emotional regulation	267.942	2	133.971	5.378	0.006 NS
	2541.048	102	24.912		
Overall	4190.502	2	2095.251	9.486	0.519 NS
	22528.546	102	220.868		

*S- Significant at 5% level*

*NS- Not Significant at 5% level*

The table -1.3 shows that p- value is greater than 0.05, hence the null hypothesis is accepted. It shows that there is no significant difference in behavioural problems of secondary school students as perceived by their teachers concerning the nature of institution.

**Findings of the Study**

- Most of the secondary school students have average level of behavioural problems as perceived by their teachers

- No significant difference was found in behavioural problems of secondary school students as perceived by their teachers concerning the locality of institution.
- No significant difference was found in behavioural problems of secondary school students as perceived by their teachers concerning the nature of institution.

### **Conclusion**

According to the research done on behavioural problems of secondary school students as perceived by their

teachers, It has been concluded that most of secondary school students have average levels of behavioural problems as perceived by their teachers. It also says that here is no significant difference in behavioural problems of secondary school students as perceived by their teachers based on the locality of institution and there is no significant difference in behavioural problems of secondary school students as perceived by their teachers concerning the nature of institution. In the end, the research results will aid in the formulation of workable strategies to improve and facilitate study in secondary schools.

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