



EFFECT OF HOME ENVIRONMENT ON CLASSROOM BEHAVIOUR OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

This paper investigates the effect of home environment on the classroom behaviour of secondary school students. The objective of the study was to find out the effect of cohesion, effectiveness, independence, organization and control dimension of home environment on the classroom behaviour of secondary school boys and girls as well as secondary school students of rural and urban area. Survey method was employed in the present study. To select the sample of the present study, random sampling technique was employed. 200 secondary school students were selected from the 10 secondary school of district Haridwar. The sample was divided on the basis of gender and locality. 'Home Environment Scale' developed by Dr. Harpreet Bhatia and Dr. N. K. Chadha and 'Classroom Behaviour Scale' developed by 'Dr. Parveen Kumar and Archana Mittal' was used to collect the data. Mean, S.D., t-test and Analysis of Variance were used for the statistical analysis. Findings revealed a significant effect of cohesive, expressive, independent, organized and controlled home environment on the classroom behaviour of secondary school boys and girls as well as students of rural and urban area. But no significant effect of controlled home environment was found on the classroom behaviour. No significant difference was found in the classroom behaviour of secondary school boys and girls. But significant difference was found in the classroom behaviour of secondary school students of rural and urban area. Secondary school students of urban area had better classroom behaviour than students of rural area.

Keywords: Cohesion, Expressiveness, Independence, Organization, Control, Home Environment, Classroom Behaviour, Secondary School Students.

INTRODUCTION

Home is the first school and mother is the first teacher of the child. What the child learns and how he becomes depends on the home environment of the child. Home environment plays a major role in the physical, mental, emotional, social and spiritual development of the child. Home environment plays a pivotal role in the habit formation as well as in the learning of the behaviour. When the child starts his schooling, he has to interact with his teachers, classmates of varied environments. Gradually, the area of his interaction becomes wider with the increase in the level of education. The student has to interact with different aspects of the classroom and it determines his or her behaviour towards the classroom i.e. teachers, peer groups, boys, girls and the infrastructure of the class.

The behavior of the students towards his teacher and peer group reveals his potentialities to a great extent. Generally, it is considered that the students who show classroom good behaviour have good adjustment and better academic achievements. On the other hand, the students who has disruptive behaviour have to face problems in the adjustment which

eventually affects their educational development. Therefore, it becomes imperative for the teachers that they should try to develop good classroom behaviour among the students. But it is not the solely responsibility of the teachers, parents can also help their children to show good classroom behaviour because the child learns the manners and behaviour from his parents and family members first. From the birth, the child observes the manner of behaviour in his family and the same he tries with the people he encounters. Thus, the home environment may play a very important role in building up the way of behave of the children. With this thought, an attempt has been made to study the effect of home environment on the classroom behaviour of the secondary school students.

STATEMENT OF THE PROBLEM

“Effect of Home Environment on Classroom Behaviour of Secondary School Students”

OPERATIONAL DEFINITION OF THE TERMS

❖ Home Environment:

Home environment is a general moral pattern, including satisfaction of parents with each other and with the home situation, but it also involve the inconsistency of discipline, differing standards by parents, quarrels between parents, etc. In the present study, the scores obtained by the secondary school students on '*Home Environment Scale*' developed by '*Dr. Harpreet Bhatia and Dr. N. K. Chadha*' will be considered as their home environment.

❖ Classroom Behaviour:

Classroom behaviour is, generally, the way the students interact with their teachers and classmates. In the present study, the scores obtained by the secondary school students on '*Classroom Behaviour Scale*' developed by '*Dr. Parveen Kumar and Archana Mittal*' will be considered as their classroom behaviour.

❖ Secondary School Students: In the present study, the students who are studying in the class XI and XII in the secondary schools of district Haridwar will be considered as secondary school students.

OBJECTIVES OF THE STUDY

The objective of the study are as follows:

1. To study the effect of home environment on the classroom behaviour of the secondary school boys.
2. To study the effect of home environment on the classroom behaviour of the secondary school girls.

3. To study the effect of home environment on the classroom behaviour of the secondary school students of rural area.
4. To study the effect of home environment on the classroom behaviour of the secondary school students of urban area.
5. To compare the classroom behaviour of the secondary school boys and girls.
6. To compare the classroom behaviour of the secondary school students of rural and urban area.

HYPOTHESES OF THE STUDY

The hypotheses of the present study are as follows:

1. There is no significant effect of home environment on the classroom behaviour of the secondary school boys.
2. There is no significant effect of home environment on the classroom behaviour of the secondary school girls.
3. There is no significant effect of home environment on the classroom behaviour of the secondary school students of rural area.
4. There is no significant effect of home environment on the classroom behaviour of the secondary school students of urban area.
5. There is no significant difference in the classroom behaviour of the secondary school boys and girls.
6. There is no significant difference in the classroom behaviour of the secondary school students of rural and urban area.

METHODOLOGY

❖ Method Used

In this study survey method has been used to investigate the effect of home environment on the classroom behaviour of the secondary school students.

❖ Sample and Sampling Technique

To select the sample of the present study, random sampling technique has been employed. 200 secondary school students have been selected from the 10 secondary schools of district Haridwar. The sample was divided on the basis of gender and locality.

❖ Research Tool Used

- 'Home Environment Scale' developed and standardized by Dr. Harpreet Bhatia and Dr. N. K. Chadha has been used.

- ‘Classroom Behaviour Scale’ developed and standardized by ‘Dr. Parveen Kumar and Archana Mittal’ has been used.

❖ **Statistical Analysis**

Mean, S.D., t-test and Analysis of Variance were used for the statistical analysis.

ANALYSIS AND INTERPRETATION OF DATA

Table – 1.1

**Mean and S.D. of the Classroom Behaviour of Secondary School
Boys in relation to their Home Environment**

Dimensions of Home Environment	Levels of Home Environment	N	Mean	S.D.
Cohesion	High	14	148.50	12.96
	Average	17	127.82	13.22
	Low	69	102.14	17.62
Expressiveness	High	14	145.50	18.01
	Average	39	113.10	20.28
	Low	47	103.23	18.93
Independence	High	22	138.14	20.84
	Average	11	112.36	15.04
	Low	67	104.85	19.79
Organization	High	18	128.22	29.44
	Average	43	113.16	24.11
	Low	39	105.79	16.42
Control	High	04	109.00	22.07
	Average	25	115.56	25.98
	Low	71	112.32	23.20

The table 1.1 shows that the mean values of the classroom behaviour of secondary school boys having high, average and low cohesive home environment are 148.50, 127.82 and 102.14 respectively. The mean values of the above table indicate that secondary school boys having high and average cohesive home environment have shown good classroom behaviour while the boys who have low cohesive home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school boys having high, average and low expressive home environment are 145.50, 113.10 and 103.23 respectively. The mean values of the above table indicate that secondary school boys having high expressive home environment have shown good classroom behaviour while the boys who have average and low expressive home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school boys having high, average and low independent home environment are 138.14, 112.36 and 104.85 respectively. The mean values of the above table indicate that secondary school boys having high independent home environment have shown good classroom behaviour while the boys who have average and low independent home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school boys having high, average and low organized home environment are 128.22, 113.16 and 105.79 respectively. The mean values of the above table indicate that secondary school boys having high organized home environment have shown good classroom behaviour while the boys who have average and low organized home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school boys having high, average and low controlled home environment are 109.00, 115.56 and 112.32 respectively. The mean values of the above table indicate that secondary school boys having high, average and low controlled home environment have shown average classroom behaviour.

Table – 1.2

**Analysis of Variance of the Classroom Behaviour of Secondary School
Boys in relation to their Home Environment**

Variable	Source	df	SS	MS	F-value	Results
Cohesion	Between Group	2	29509.47	14754.73	54.82**	Significant
	Within Group	97	26106.52	269.13		
Expressiveness	Between Group	2	19270.48	9635.24	25.71**	Significant
	Within Group	97	36345.51	374.69		
Independence	Between Group	2	18354.36	9177.17	23.89**	Significant
	Within Group	97	37261.64	384.14		
Organization	Between Group	2	6196.67	3098.33	6.08**	Significant
	Within Group	97	49419.33	509.48		
Control	Between Group	2	260.29	130.15	0.23	Insignificant
	Within Group	97	55355.71	570.68		

** = Significant at 0.01 Level of Significance.

The table 1.2 shows that at df 2,97 the F-values for the effect of cohesive, expressive, independent, organized and controlled home environment on the classroom behaviour of secondary school boys are 54.82, 25.71, 23.89, 6.08 and 0.23. The first four F-values for the effect of cohesive, expressive, independent and organized home environment have been found significant at 0.01 level of significance but fifth F-value for the effect of controlled home environment has not been found significant even at 0.05 level of significance. It means that

there is a significant effect of cohesive, expressive, independent, organized and controlled home environment on the classroom behaviour of secondary school boys. On the other hand, no significant effect of controlled home environment has been found on the classroom behaviour of secondary school boys.

Thus, the null-hypothesis that *“There is no significant effect of home environment on the classroom behaviour of secondary school boys”* is mostly rejected and partly accepted.

Table – 2.1

**Mean and S.D. of the Classroom Behaviour of Secondary School
Girls in relation to their Home Environment**

Dimensions of Home Environment	Levels of Home Environment	N	Mean	S.D.
Cohesion	High	12	147.17	10.65
	Average	19	121.26	11.11
	Low	69	109.80	17.04
Expressiveness	High	14	141.50	16.83
	Average	41	113.29	15.81
	Low	45	111.55	17.89
Independence	High	19	133.95	20.55
	Average	16	120.81	14.70
	Low	65	110.28	17.04
Organization	High	16	135.12	21.34
	Average	48	112.06	17.34
	Low	36	114.03	17.19
Control	High	03	98.33	13.50
	Average	36	112.50	17.75
	Low	61	119.69	20.19

The table 2.1 shows that the mean values of the classroom behaviour of secondary school girls having high, average and low cohesive home environment are 147.17, 121.26 and 109.80 respectively. The mean values of the above table indicate that secondary school girls having high cohesive home environment have shown good classroom behaviour while the girls who have average and low cohesive home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school girls having high, average and low expressive home environment are 141.50, 113.29 and 111.55 respectively. The mean values of the above table indicate that secondary school girls having high expressive home environment have shown good classroom behaviour while the girls who have average and low expressive home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school girls having high, average and low independent home environment are 133.95, 120.81 and 110.28 respectively. The mean values of the above table indicate that secondary school girls having high independent home environment have shown good classroom behaviour while the girls who have average and low independent home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school girls having high, average and low organized home environment are 135.12, 112.06 and 114.03 respectively. The mean values of the above table indicate that secondary school girls having high organized home environment have shown good classroom behaviour while the girls who have average and low organized home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school girls having high, average and low controlled home environment are 98.33, 112.50 and 119.69 respectively. The mean values of the above table indicate that secondary school girls having high, average and low controlled home environment have shown average classroom behaviour.

Table – 2.2

**Analysis of Variance of the Classroom Behaviour of Secondary School
Girls in relation to their Home Environment**

Variable	Source	df	SS	MS	F-value	Results
Cohesion	Between Group	2	14816.33	7408.16	30.94**	Significant
	Within Group	97	23222.51	239.41		
Expressiveness	Between Group	2	10271.74	5135.87	17.94**	Significant
	Within Group	97	27767.10	286.26		
Independence	Between Group	2	8598.44	4299.22	14.17**	Significant
	Within Group	97	29440.40	303.51		
Organization	Between Group	2	6715.31	3357.65	10.40**	Significant
	Within Group	97	31323.53	322.92		
Control	Between Group	2	2186.09	1093.04	2.96	Insignificant
	Within Group	97	35852.75	369.62		

** = Significant at 0.01 Level of Significance.

The table 2.2 shows that at df 2,97 the F-values for the effect of cohesive, expressive, independent, organized and controlled home environment on the classroom behaviour of secondary school girls are 30.94, 17.94, 14.17, 10.40 and 2.96. The first four F-values for the effect of cohesive, expressive, independent and organized home environment have been found significant at 0.01 level of significance but fifth F-value for the effect of controlled home environment has not been found significant even at 0.05 level of significance. It means that

there is a significant effect of cohesive, expressive, independent, organized and controlled home environment on the classroom behaviour of secondary school girls. On the other hand, their classroom behaviour has not been affected significantly by the controlled home environment.

Thus, the null-hypothesis that *“There is no significant effect of home environment on the classroom behaviour of secondary school girls”* is mostly rejected and partly accepted.

Table – 3.1

Mean and S.D. of the Classroom Behaviour of Secondary School Students of Rural Area in relation to their Home Environment

Dimensions of Home Environment	Levels of Home Environment	N	Mean	S.D.
Cohesion	High	14	146.28	11.54
	Average	16	121.31	15.58
	Low	70	101.56	19.24
Expressiveness	High	16	141.44	16.53
	Average	31	110.06	20.02
	Low	53	102.32	20.25
Independence	High	22	132.59	21.84
	Average	10	114.10	18.73
	Low	68	103.53	20.80
Organization	High	19	130.84	29.45
	Average	46	106.33	21.86
	Low	35	106.31	17.09
Control	High	06	106.33	18.86
	Average	24	103.62	24.49
	Low	70	113.86	23.69

The table 3.1 shows that the mean values of the classroom behaviour of secondary school students of rural area having high, average and low cohesive home environment are 146.28, 121.31 and 101.56 respectively. The mean values of the above table indicate that secondary school students of rural area having high cohesive home environment have shown good classroom behaviour while the students of rural area who have average and low cohesive home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school students of rural area having high, average and low expressive home environment are 141.44, 110.06 and 102.32 respectively. The mean values of the above table indicate that secondary school students of rural area having high expressive home environment have shown good classroom behaviour

while the students of rural area who have average and low expressive home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school students of rural area having high, average and low independent home environment are 132.59, 114.10 and 103.53 respectively. The mean values of the above table indicate that secondary school students of rural area having high independent home environment have shown good classroom behaviour while the students of rural area who have average and low independent home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school students of rural area having high, average and low organized home environment are 130.84, 106.33 and 106.31 respectively. The mean values of the above table indicate that secondary school students of rural area having high organized home environment have shown good classroom behaviour while the students of rural area who have average and low organized home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school students of rural area having high, average and low controlled home environment are 106.33, 103.62 and 113.86 respectively. The mean values of the above table indicate that secondary school students of rural area having high, average and low controlled home environment have shown average classroom behaviour.

Table – 3.2

Analysis of Variance of the Classroom Behaviour of Secondary School Students of Rural Area in relation to their Home Environment

Variable	Source	df	SS	MS	F-value	Results
Cohesion	Between Group	2	25374.39	12687.19	39.78**	Significant
	Within Group	97	30933.56	318.90		
Expressiveness	Between Group	2	18842.60	9421.30	24.39**	Significant
	Within Group	97	37465.35	386.24		
Independence	Between Group	2	14146.80	7073.40	16.27**	Significant
	Within Group	97	42161.16	434.65		
Organization	Between Group	2	9253.78	4626.89	9.54**	Significant
	Within Group	97	47054.17	485.09		
Control	Between Group	2	1980.93	990.46	1.77	Insignificant
	Within Group	97	54327.03	560.07		

** = Significant at 0.01 Level of Significance.

The table 3.2 shows that at df 2,97 the F-values for the effect of cohesive, expressive, independent, organized and controlled home environment on the classroom behaviour of

secondary school students of rural area are 39.78, 24.39, 16.27, 9.54 and 1.77. The first four F-values for the effect of cohesive, expressive, independent and organized home environment have been found significant at 0.01 level of significance but fifth F-value for the effect of controlled home environment has not been found significant even at 0.05 level of significance. It means that there is a significant effect of cohesive, expressive, independent, organized and controlled home environment on the classroom behaviour of secondary school students of rural area. On the other hand, no significant effect of controlled home environment has been found on the classroom behaviour of secondary school students of rural area. Thus, the null-hypothesis that *“There is no significant effect of home environment on the classroom behaviour of secondary school students of rural area”* is mostly rejected and partly accepted.

Table – 4.1

Mean and S.D. of the Classroom Behaviour of Secondary School Students of Urban Area in relation to their Home Environment

Dimensions of Home Environment	Levels of Home Environment	N	Mean	S.D.
Cohesion	High	12	149.75	12.19
	Average	20	126.80	8.89
	Low	68	110.51	14.74
Expressiveness	High	12	146.25	18.47
	Average	49	115.18	16.52
	Low	39	114.07	14.26
Independence	High	19	140.37	18.68
	Average	17	119.29	12.86
	Low	64	111.76	15.02
Organization	High	15	132.27	21.28
	Average	45	118.98	17.48
	Low	40	112.75	16.92
Control	High	01	90.00	0.00
	Average	37	120.32	16.26
	Low	62	117.84	20.10

The table 4.1 shows that the mean values of the classroom behaviour of secondary school students of urban area having high, average and low cohesive home environment are 149.75, 126.80 and 110.51 respectively. The mean values of the above table indicate that secondary school students of urban area having high cohesive home environment have shown good classroom behaviour while the students of urban area who have average and low cohesive home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school students of urban area having high, average and low expressive home environment are 146.25, 115.18 and 114.07 respectively. The mean values of the above table indicate that secondary school students of urban area having high expressive home environment have shown good classroom behaviour while the students of urban area who have average and low expressive home environment have shown average classroom behaviour. The mean values of the classroom behaviour of secondary school students of urban area having high, average and low independent home environment are 140.37, 119.29 and 111.76 respectively. The mean values of the above table indicate that secondary school students of urban area having high independent home environment have shown good classroom behaviour while the students of urban area who have average and low independent home environment have shown average classroom behaviour.

The mean values of the classroom behaviour of secondary school students of urban area having high, average and low organized home environment are 132.27, 118.98 and 112.75 respectively. The mean values of the above table indicate that secondary school students of urban area having high organized home environment have shown good classroom behaviour while the students of urban area who have average and low organized home environment have shown average classroom behaviour. The mean values of the classroom behaviour of secondary school students of urban area having high, average and low controlled home environment are 90.00, 120.32 and 117.84 respectively. The mean values of the above table indicate that secondary school students of urban area having high, average and low controlled home environment have shown average classroom behaviour.

Table – 4.2

Analysis of Variance of the Classroom Behaviour of Secondary School Students of Urban Area in relation to their Home Environment

Variable	Source	df	SS	MS	F-value	Results
Cohesion	Between Group	2	17432.52	8716.26	47.77**	Significant
	Within Group	97	17700.43	182.48		
Expressiveness	Between Group	2	10542.59	5271.29	20.79**	Significant
	Within Group	97	24590.36	253.51		
Independence	Between Group	2	11999.52	5999.76	25.16**	Significant
	Within Group	97	23133.43	238.489		
Organization	Between Group	2	4175.55	2087.77	6.54**	Significant
	Within Group	97	30957.41	319.15		
Control	Between Group	2	962.46	481.23	1.37	Insignificant
	Within Group	97	34170.49	352.27		

** = Significant at 0.01 Level of Significance.

The table 4.2 shows that at df 2,97 the F-values for the effect of cohesive, expressive, independent, organized and controlled home environment on the classroom behaviour of secondary school students of urban area are 47.77, 20.79, 25.16, 6.54 and 1.37. The first four F-values for the effect of cohesive, expressive, independent and organized home environment have been found significant at 0.01 level of significance but fifth F-value for the effect of controlled home environment has not been found significant even at 0.05 level of significance. It means that there is a significant effect of cohesive, expressive, independent, organized and controlled home environment on the classroom behaviour of secondary school students of urban area. On the other hand, no significant effect of controlled home environment has been found on the classroom behaviour of secondary school students of urban area.

Thus, the null-hypothesis that *“There is no significant effect of home environment on the classroom behaviour of secondary school students of urban area”* is mostly rejected and partly accepted.

Table – 5

Comparison of Classroom Behaviour of Secondary School Boys and Girls

Variable	Gender	N	Mean	S.D.	df	t-value	Result
Classroom Behaviour	Boys	100	113.00	23.70	198	1.124	Insignificant
	Girls	100	116.46	19.60			

The table 5 shows the comparison of the classroom behaviour of secondary school boys and girls. The mean and S.D. of the classroom behaviour of secondary school boys is 113.00 and 23.70 respectively. On the other hand, mean and S.D. of the classroom behaviour of secondary school girls is 116.46 and 19.60 respectively. At df 198, the ‘t’ value to compare the classroom behaviour of secondary school boys and girls is 1.124, which has not been found significant even at 0.05 level of significance. It means that there is no significant difference in the classroom behaviour of secondary school boys and girls.

It may be concluded that the null-hypothesis that *“there is no significant difference in the classroom behaviour of secondary school boys and girls”* is accepted.

Table – 6

Comparison of Classroom Behaviour of Secondary School Students of Rural and Urban Area

Variable	Area	N	Mean	S.D.	df	t-value	Result
Classroom Behaviour	Rural	100	110.98	23.84	198	2.467*	Significant
	Urban	100	118.48	18.83			

* = Significant at 0.05 Level of Significance.

The table 6 shows the comparison of the classroom behaviour of secondary school students of rural and urban area. The mean and S.D. of the classroom behaviour of secondary school students of rural area is 110.98 and 23.84 respectively. On the other hand, mean and S.D. of the classroom behaviour of secondary school students of urban area is 118.48 and 18.83 respectively. At df 198, the 't' value to compare the classroom behaviour of secondary school students of rural and urban area is 2.467, which has been found significant at 0.05 level of significance. It means that there is a significant difference in the classroom behaviour of secondary school students of rural and urban area. Mean values indicate that secondary school students of urban area have better classroom behaviour as compared to their rural counterparts.

It may be concluded that the null-hypothesis that *“there is no significant difference in the classroom behaviour of secondary school students of rural and urban area”* is rejected.

RESULTS AND DISCUSSION

1. A significant effect of cohesive, expressive, independent, organized and controlled home environment was found on the classroom behaviour of secondary school boys. But no significant effect of controlled home environment was found on their classroom behaviour.
2. There was a significant effect of cohesive, expressive, independent, organized and controlled home environment on the classroom behaviour of secondary school girls. But their classroom behaviour was not affected by the controlled home environment.
3. Significant effect of cohesive, expressive, independent, organized and controlled home environment was observed on the classroom behaviour of secondary school students of rural area. But no significant effect of controlled home environment was found on their classroom behaviour.
4. There was a significant effect of cohesive, expressive, independent, organized and controlled home environment on the classroom behaviour of secondary school students of urban area while no significant effect of controlled home environment was found on their classroom behaviour.
5. No significant difference was observed in the classroom behaviour of secondary school boys and girls.
6. A significant difference was found in the classroom behaviour of secondary school students of rural and urban area. Secondary school students of urban area had better classroom behaviour than students of rural area.

EDUCATIONAL IMPLICATIONS

As the present study has been taken to determine the role of home environment on the classroom behaviour of the secondary school students, the findings of this study may be primarily beneficial for the parents and the family members. In this study it has been found that the students who have high cohesive, expressive, independent and organized home environment have shown good classroom behaviour. In this regard it could be suggested to the parents that they should provide such environment to their children where they can express their feelings and emotions. That will enable them to keep away from emotional outbursts and mental disorders.

Besides, they should be provided independent home environment where they can share their thoughts and queries without hesitation. It will also aid them to have good behaviour. When the children are provided cohesive home environment, they can learn the value of togetherness and this may lead them to have good behaviour and relations with their peers. Apart from this, consolidated, unified and united home environment should be provided to the children so that they can learn to be connected with everyone they interact with. Thus, a cohesive, expressive, independent and organized home environment may play the role of the strong pillar for building up the future of the children.

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